

# FTA RESEARCH

FEDERAL TRANSIT ADMINISTRATION

## Limited English Proficiency Accessibility Program: Demonstration Program

JUNE 2013

FTA Report No. 0068  
Federal Transit Administration

PREPARED BY  
Martín González  
Tri-County Metropolitan Transportation  
District of Oregon (TriMet)



U.S. Department of Transportation  
Federal Transit Administration

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Federal Transit Administration  
Office of Civil Rights  
U.S. Department of Transportation  
1200 New Jersey Avenue, SE  
Washington, DC 20590

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## Metric Conversion Table

SYMBOL	WHEN YOU KNOW	MULTIPLY BY	TO FIND	SYMBOL
<b>LENGTH</b>				
<b>in</b>	inches	25.4	millimeters	mm
<b>ft</b>	feet	0.305	meters	m
<b>yd</b>	yards	0.914	meters	m
<b>mi</b>	miles	1.61	kilometers	km
<b>VOLUME</b>				
<b>fl oz</b>	fluid ounces	29.57	milliliters	mL
<b>gal</b>	gallons	3.785	liter	L
<b>ft<sup>3</sup></b>	cubic feet	0.028	cubic meters	m <sup>3</sup>
<b>yd<sup>3</sup></b>	cubic yards	0.765	cubic meters	m <sup>3</sup>
NOTE: volumes greater than 1000 L shall be shown in m <sup>3</sup>				
<b>MASS</b>				
<b>oz</b>	ounces	28.35	grams	g
<b>lb</b>	pounds	0.454	kilograms	kg
<b>T</b>	short tons (2000 lb)	0.907	megagrams (or “metric ton”)	Mg (or “t”)
<b>TEMPERATURE (exact degrees)</b>				
<b>°F</b>	Fahrenheit	$\frac{5}{9}(F-32)$ or $(F-32)/1.8$	Celsius	°C

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## ABSTRACT

In 2006, the Tri-County Metropolitan Transportation District of Oregon (TriMet) secured grant funding from the Federal Transit Administration (FTA) that enabled the agency to launch a creative and ambitious Limited English Proficiency (LEP) demonstration program. TriMet staff theorized that the combination of language-specific personal outreach and culturally-appropriate communication approaches would:

- Enhance the transit experience for individual LEP customers, LEP community groups, and front-line TriMet staff.
- Result in clear, easy-to-understand communication pieces that would benefit all customers regardless of their language or literacy level.

Spanish-speaking LEP persons were chosen as the primary audience for the demonstration project as they were the largest (65%) of the LEP populations in the TriMet district. The demonstration program activities included:

- Hiring an LEP Outreach Coordinator.
- Developing standard operating policies and procedures for:
  - Translating and interpreting vital documents.
  - Providing notice of second language services.
- Training staff.
- Qualitative and quantitative methods to evaluate the effectiveness of the program before and after implementation. This evaluation included input from the general population, LEP community partners, LEP individuals, and TriMet personnel.

## EXECUTIVE SUMMARY

This report demonstrates a progression of improvements made by the Tri-County Metropolitan Transportation District of Oregon (TriMet) to better serve Limited English Proficiency (LEP) customers. This initial investment afforded the agency the opportunity to focus more on meeting the needs of diverse populations, resulting in the development of practical guidelines and protocols. However, the agency is still learning how to improve its delivery of service to LEP communities. This will be an ongoing, iterative process.

Over the past decade, many transit agencies have been trying to find more effective ways to meet the federal requirements to address the needs populations, particularly who have limited ability to read, write, or speak English and who are highly dependent on public transportation. In June 2005, TriMet formed an interdivisional workgroup to assess the informational needs of TriMet's LEP<sup>1</sup> customers to ensure that members of this community have full and meaningful access to all TriMet services. To this end, TriMet's LEP workgroup conducted a four-factor analysis and reported their findings to TriMet management:

1. The number or proportion of LEP persons eligible to be served or likely to be encountered by the program, activity, or service resulted in the finding that of the total LEP population in the TriMet district, 65 percent speak Spanish.
2. The frequency with which LEP individuals come in contact with the program resulted in a finding that the majority of the requests for language assistance were for Spanish.
3. The nature and importance of the program to people's lives found that members of the LEP communities rely on people they know and trust such as friends, family members, and community leaders and community-based organizations.
4. The resources available to the recipient and costs led to recommendations of a staggered approach to implementing additional LEP activities.

As part of the grant agreement, TriMet was to conduct before-and-after research to evaluate the effectiveness of the program. The "before" research was conducted in the summer and fall of 2005, and results from that research were used to help craft the form and contents of a demonstration program. The objectives of the "after" research conducted in late 2011 and the first part of 2012 were to evaluate the current status of TriMet's LEP demonstration program. This report covers the following elements in the evaluation:

- Program accomplishments over the duration of the grant
- The decision-making frameworks developed through the program to address LEP issues

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<sup>1</sup> The term Limited English Proficient (LEP) refers to any individual age 5 years and older who reports speaking English "less than very well," as classified by the Census Bureau.

- Successful methods and strategies developed through the LEP program
- Lessons learned throughout the life of the program—what worked and did not work and why
- Direction that the program is moving

In the U.S., the number of individuals who are identified as LEP has continued to increase over the past few decades. As noted in the Migration Policy Institute December 2011 issue, “While many LEP individuals are still attracted to the immigrant historic destinations states of California, Texas, New York, New Jersey, Florida, and Illinois, significant numbers are opting to settle in non-traditional destinations in southeastern, southwestern, and northwestern United States.” Thus, the learning of this demonstration project will be useful to other transit agencies around the nation. Over the course of this demonstration program, the Federal Transit Administration’s effort to assist all transit agencies to better meet the needs and demands of riders who are LEP has led to referral of some of those agencies to consult with TriMet. TriMet has provided its LEP plan and ongoing learning to transit agencies embarking on developing a plan. It is envisioned that this report will continue to be accessible to other transit agencies addressing the needs of LEP riders.

# Introduction

In June 2005, the Tri-County Metropolitan Transportation District of Oregon (TriMet) formed an interdivisional workgroup to assess the informational needs of its Limited English Proficient (LEP) customers to ensure that members of that community have full and meaningful access to all TriMet services. The review found that efforts were moving the agency toward meeting federal guidelines for reaching LEP populations. Because of resource limitations, the workgroup recommended a staggered approach to implementing additional LEP activities, some of which spanned two to three fiscal years.

However, in 2006, Federal Transit Administration (FTA) funding provided an opportunity for TriMet to launch an LEP demonstration program using non-traditional outreach, marketing and traditional research methods to deliver and measure the effectiveness of the program.

The major goal of this program was to demonstrate that language-specific personal outreach, in addition to quality written materials, will enhance the transit experience for LEP customers and LEP community groups. In October 2007, TriMet hired a community outreach coordinator and dedicated resources to directly meet the needs of the region's LEP populations. The coordinator was charged with providing community residents, LEP community organizations, and TriMet staff with convenient, easily-accessible resources and materials to better serve LEP riders.

This report is part of TriMet's commitment to share the experiences learned in the implementation of the LEP program with FTA and other transit agencies. In the past few years, TriMet has shared its LEP plan with various transit agencies referred by FTA staff. In this report, some of the lessons learned in the implementation of the program are presented in contribution to the efforts of FTA to provide guidance to other transit agencies in the process of implementing an LEP program or targeted outreach to LEP communities. The demonstration project's primary focus was Spanish-speaking LEP customers.

SECTION  
2

## TriMet Language Implementation Plan

As part of its application for a cooperative agreement under FTA's Transportation Equity Research Program (TERP), TriMet developed the following plan. The plan's contents are consistent with the guidance on an effective implementation plan expressed in Section VII of the U.S. Department of Transportation's Policy Guidance Concerning Recipients' Responsibilities to Limited English Proficient (LEP) persons (*Federal Register*, December 14, 2005, Volume 70, Number 239). The plan directed a cross-section of departments within the transit agency to undertake language assistance activities that are recommended in the DOT LEP Guidance on an implementation plan:

- Identifying LEP individuals who need language assistance.
- Providing language assistance measures.
- Training staff.
- Providing notice to LEP persons of the availability of language assistance.
- Monitoring and updating LEP plan.

The LEP compliance calendar shown in Figure 2-1 captures the status of the activities listed in the initial application.

**Table 2-1** LEP Compliance Calendar, FY 2006–FY 2011

AREAS OF FOCUS	TRIMET FISCAL YEAR						STATUS
	06	07	08	09	10	11	
<b>I. Language Assistance</b>							
<b>IA</b> Determine process for providing notice of right to language assistance, at no cost, on non-vital yet important outreach documents.		X		✓			Completed and ongoing activity.
<b>IB</b> Determine process for use of in-person interpreter services upon request for public meetings and important events (community relations staff will provide notification to the community about availability of interpretive services).	X			✓			Completed and ongoing activity.
<b>IC</b> Create sign in multiple languages information LEP clients about available language services and post at TTO.		X					Have signage regarding Title VI procedures.
<b>ID</b> Provide telephone interpretation for basic transit questions and trip planning assistance in virtually any language.	✓						Standard operating procedure for many years; contract with vendor to provide unlimited access to language professionals for interpreting assistance; no new action.
<b>2. Vital Documents</b>							
<b>2A</b> Translate vital documents into five languages: LIFT Appl., TM code Ch 19–Fares; Ch 28–Rules of Conduct; Ch 29–Proof of Fare Payment, Ch 30–Parking Facility		X		✓	✓	✓	Ongoing activity—finding appropriate channels to deliver critical information to LEP customers; Spanish language “novella” format and information channel cards on vehicles are prime examples of presenting “vital information” non-English speakers.
<b>2B</b> Determine which TriMet documents meet the definition of “vital documents” and monitor for new documents that may be considered “vital.”	X			✓			
<b>3. Training</b>							
<b>3A</b> Develop curriculum/train frontline and other key staff.							Training program developed and tested throughout agency.
1. Awareness of type of language services available.		X				✓	
2. How staff and/or LEP customers can obtain these services.		X				✓	
3. How to respond to LEP callers.		X				✓	
4. How to respond to correspondence from LEPs.		X				✓	
5. How to respond to LEPs in-person.		X				✓	
6. How to document LEP needs.							
7. How to respond to civil rights complaints.		X					
8. LEP policies and procedures.			X			✓	

AREAS OF FOCUS	TRIMET FISCAL YEAR						STATUS
	06	07	08	09	10	11	
<b>3C</b> Coordinate training with HR and Diversity, and Transit Equity.					X		
<b>3D</b> Survey TriMet staff to determine existing bilingual resources					✓		Surveying new hires.
<b>3E</b> Develop plan defining conditions under which TriMet staff would be asked to help with interpretations or translations between the agency and customer.					✓		For impromptu “spot checks” on translations and for limited interpreting service, bi-lingual TriMet staff may provide assistance.
<b>4. Definitions and Standards</b>							
<b>4A</b> Determine desired English competency standards for interpreters and translators.		X		✓			Guidelines written and wording included in contract language; no new action.
<b>4B</b> Establish an agency-wide workflow whereby all written translation requests are routed through and managed by Marketing to ensure quality and consistency.		X	✓				Ongoing educational process; Creative Services and LEP Outreach Coordinator handle most translations.
<b>4C</b> Develop/review contract language to ensure all contractors providing goods and services for TriMet are in compliance with Title VI.		X ✓					Completed and ongoing activity; no new action.
<b>5. Customer Information</b>							
<b>5A</b> Provide information in multiple languages about civil rights complaint process and post at TTO and TriMet website.		X	✓				Title VI, see trimet.org, Language Services.
<b>5B</b> Provide information in multiple languages about general complaint process.		X			✓		Practice is to contact LEP Outreach Coordinator.
<b>5C</b> Create protocol for responding to foreign language correspondence and communication.		X			✓		Practice is to contact LEP Outreach Coordinator, (503) 238-RIDE or Creative Services.
<b>5D</b> Provide information in multiple languages using four-factor analysis to determine need.			✓				Ongoing process—done as needed
<b>6. Outreach</b>							
<b>6A</b> Develop and implement culturally-competent outreach to increase awareness and access to services.			✓				TriMet has been providing rider information to non-English-speaking audiences for many years. LEP Grant Program received from FTA has enabled agency to design, test, launch a Spanish language program for region.
1. Test materials with key constituencies.			✓	✓	✓	✓	
2. Establish a relationship and partner with key community leaders and organizations of target audience.		✓	✓	✓	✓	✓	
3. Individual one-on-one meetings, telephone calls, e-mail messages to target leadership.		✓	✓	✓	✓	✓	

AREAS OF FOCUS	TRIMET FISCAL YEAR						STATUS
	06	07	08	09	10	11	
5. Target outreach to key gathering places such as churches, schools, community colleges, libraries, social service and community activist organizations.		✓	✓	✓	✓	✓	
6. Promote message with community media—create earned media opportunities.		✓	✓	✓	✓	✓	
7. Use TriMet vehicles and properties to display message in target language.		✓	✓	✓	✓	✓	
8. Develop print, radio, and television ads in target language.		✓	✓	✓	✓	✓	
9. Use TriMet personnel that reflect target audience to promote message.		✓	✓	✓	✓	✓	
<b>7. Research and Administration</b>							
<b>7A</b> Research plan approval.					✓		LEP Oversight Committee.
<b>7B</b> Procedures review and audit.					✓		LEP Oversight Committee.
<b>7C</b> Add a question to the 2009 O&D Survey.		✓					To help determine LEP status of respondents, question asked in 2006 and 2011.
<b>7D</b> Literature Review.					✓		Rutgers University conducting literature review for Homeland Security.
<b>7E</b> Conduct an AFTER evaluation of TriMet's LEP plan.							The program started and external and internal review to see who the program was working for Spanish-speaking LEP communities, their community organization representatives, and TriMet and its employees. Those reviews concluded in August 2012.
<b>Community Evaluation</b>							
1. Determine the number of LEP individuals in TriMet's service district						✓	
2. Seek feedback from LEP communities, including customers and community organizations, about the effectiveness of TriMet's LEP plan.						✓	
a) Assess awareness of LEP program among the Spanish-speaking LEP community.						✓	
b) Assess whether existing language assistance services are meeting the needs of LEP clients.						✓	
<b>CBO Leader's Group</b>							
<b>Employee Evaluation (Operators &amp; Staff)</b>							
Assess whether operator and internal staff members understand TriMet's LEP policies and procedures, how to carry them out, and whether language assistance resources and arrangements for those resources are still current and accessible.						✓	

**UPDATED LEP COMPLIANCE CALENDAR FY2006–FY2011**

**4. Definitions and Standards**

<b>4A</b> Determine desired English competency standards for interpreters and translators.		X		✓			Guidelines written and approved. Competency wording included in contract language. No new action.
<b>4B</b> Establish an agency-wide workflow whereby all written translation requests are routed through and managed by Marketing to ensure quality and consistency.		X	✓				Ongoing educational process. Creative Services and LEP Outreach Coordinator handle the majority of translations.
<b>4C</b> Develop/review contract language to ensure all contractors providing goods and services for TriMet are in compliance with Title VI regulations		X	✓				Completed and ongoing activity. No new action.

**5. Customer Information**

<b>5A</b> Provide information in multiple languages about civil rights complaint process and post at TTO and TriMet website		X	✓				Title VI, see <i>trimet.org</i> Language Services page
<b>5B</b> Provide information in multiple languages about general complaint process		X			✓		Practice is to contact the LEP Outreach Coordinator.
<b>5C</b> Create protocol for responding to foreign language correspondence and communication.		X			✓		Practice is to contact the LEP Outreach Coordinator, (503) 238-RIDE or Creative Services.
<b>5D</b> Provide information in multiple languages using the four-factor analysis to determine need.			✓				Ongoing process—done as needed.

**6. Outreach**

<b>6A</b> Develop and implement culturally-competent outreach to increase awareness and access to services.		X	✓				Ongoing process; evaluation to be completed by June 30, 2011.
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**7. Research and Administration (continued)**

**POST-GRANT**

<b>7F</b> Draft post-grant LEP monitoring plan and policies					✓		Research staff, LEP Outreach Coordinator.
<b>7G</b> Implementation and oversight of post-grant LEP program							Marketing.
I. Day-to-day administration of LEP program, ensuring compliance and correct implementation.							
<b>7H</b> Provide web-based LEP information resources for peer-to-peer sharing.							Research staff.
<b>7I</b> Prepare LEP Program PowerPoint for divisional briefings.							Research staff, LEP Outreach Coordinator and LEP Coordinating committee.
<b>7J</b> LEP Plan.					✓		Prepare and finalize

**8. Capital Projects & Facilities**

<b>8A</b> Code businesses and residents who are LEP along the project in TriMet's database.		✓		✓			Formalized and ongoing; completed for GreenLine and for Portland-Milwaukee alignment.
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**UPDATED LEP COMPLIANCE CALENDAR FY2006–FY2011**

<b>8B</b> Develop an outreach plan targeting LEP residents and businesses in construction areas.		✓		✓			
<b>9. LEP Data Tracking: Service Planning &amp; Marketing</b>							
<b>9A</b> Identify areas within the service district that have high concentrations of LEP individuals.		X	✓				Service Planning and Marketing. Formalized and ongoing as needed.
<b>9B</b> Identify routes serving areas with high concentrations of LEP individuals		X	✓				
<b>9C</b> Identify service disruptions in areas with high concentrations of LEP individuals and translate appropriate signage.		X	✓				
<b>9D</b> Develop formal procedures for documenting the number of requests by LEPs for ticket/pass purchases at TTO and from LIFT personnel; determine if possible to track TVM transactions that are completed in Spanish.			X		✓		Marketing & customer services. TriMet Ticket Office staff will submit reports upon request.
<b>9E</b> Determine ability to track TVM transactions completed in Spanish.		X			✓		

X = target completion; = estimated completion; • = actual completion

## LEP Outreach Coordinator Position

TriMet took time to ensure successful recruitment for a targeted position by consulting with community organizations and the Oregon Health Sciences University to learn the most effective procedures for recruiting and testing bilingual/bicultural staff. Staff drafted a job description for an LEP Outreach Coordinator and designed an initial recruitment strategy. The job announcement was distributed internally and externally. Externally, the announcement was sent to community organizations, social service agencies, government bodies, and partnership networks. The position was also posted on [trimet.org](http://trimet.org), Craigslist, and Jobdango and advertised in *El Hispanic News* and the *Oregonian*. In addition, the job announcement was sent to a community contact list maintained by TriMet's Department of Transit Equity.

This effort resulted in 62 applicants, out of which 9 candidates were interviewed. The candidates were asked to prepare a written exercise demonstrating their ability to prepare a culturally-appropriate "How to Ride TriMet" training program for Spanish-speaking LEP customers. Top candidates were also given an English/Spanish test generated by Brainbench, Inc. The candidates then were interviewed in person by a panel that consisted of two TriMet staff—Yvonne Lyon, Manager of Marketing Research, and Pam Wilson, Marketing manager—and two outside panelists—Carmen Rubio, Community Affairs Director with the City of Portland, and Shelli Romero, Government Liaison with the Oregon Department of Transportation. The finalists were also interviewed by TriMet's General Manager Fred Hansen and Carolyn Young, Director of Communications and Technology.

## Internal Review and Inventory

The newly-appointed LEP Outreach Coordinator conducted a review of TriMet's internal and external communications channels and points of contact with the LEP community and riders. The consultation process included visits by LEP staff to different TriMet departments to learn what they were already doing to serve LEP customers. Through this process, the coordinator identified key areas that could be improved to enhance the staff's ability to provide better access and service to LEP riders. These areas included:

- Web pages
- Customer service information via (503) 238-RIDE
- Signage on streets and vehicles
- Printed brochures and materials
- Ticket vending machines
- Personnel

This inventory revealed that TriMet had made great strides in taking steps to produce materials to ensure that LEP customers receive the language assistance necessary to allow them meaningful access to program and services at no cost.

SECTION  
5

## Enlisting Community Members to Design Communication Tools

TriMet's demonstration project first worked with the Spanish-speaking community, the region's largest LEP population. It started by enlisting input and participation from leaders in the Latino community who were identified as having LEP or who had provided services to the LEP Spanish-speaking community. To that end, 21 leaders from the community and members of Community Based Organizations (CBOs) participated in a roundtable discussion in February 2008. The participants represented the Latino Network, Victory Outreach, Programa Hispano, Multnomah County Library, Centro Cultural of Washington County, Proyecto Unica, Portland Parks and Recreation, St. Anthony's Ministerio Hispano, MEChA, and Santos F.C., among others.

The agency solicited the leaders' opinions on a variety of topics, such as:

- Intercultural communication issues
- Quality of TriMet's written materials—translations and production
- Proper distribution channels for customer information materials
- Appropriate media for different topics and audience
- Awareness and use of TriMet trip tools

The discussion was led by TriMet's LEP Outreach Coordinator, and the group meeting was conducted entirely in Spanish. TriMet Research and Creative Services staff attended the meeting accompanied by an interpreter. With the aid of the interpreter, TriMet staff took notes of the proceedings; in addition, the discussion was tape-recorded and transcribed and translated later.

The agenda was structured as follows:

- Introduction and ground rules
- Introductions by participants
- Discussion topics
- Importance of TriMet travel information to clientele
- Written travel training materials review and comment
- Telephone services: (503) 238-RIDE and TransitTracker by phone
- Means of accessing TriMet travel training information

- Suggestions to help meet travel information of constituents
- Open discussion

## Highlights

### Cultural Awareness

A good deal of time was spent talking about common communication problems between Spanish-speaking LEP community members and TriMet staff. The participants were concerned about a perceived lack of cultural awareness training for front-line TriMet personnel such as bus and rail operators, fare inspectors, supervisors, and telephone personnel. Suggestions for improvement focused on training opportunities, including:

- Spanish language skills—at the very least, “survival” Spanish
- Cultural awareness and sensitivity for the communication rules and customs that need to be followed, such as:
  - How to communicate with people of different ages, especially teenagers and young men.
  - “Eye contact” customs of people from other cultures.
  - Learning words and phrases that are appropriate to use with LEP customers.
  - Learning how to approach people correctly and show respect.
  - Learning some of the public transit practices in different countries and understand how foreign riders might demonstrate those practices. For example, in other countries, train fares are often paid directly to a conductor onboard the trains. This has been an ongoing source of confusion for LEP customers on the TriMet system.

### English-to-Spanish Translations

Materials are not always well done and much attention needs to be paid to that. The agency needs to ensure that translations and materials are done correctly, which includes:

- Using culturally-appropriate words and phrases.
- Using culturally-appropriate media for different messages and audiences (comic books, radio soap operas, billboards, etc.). As one respondent put it, images are “important, so we need to transmit the information through images; only in this way can we be effective and find that material.”
- Use language that is appropriate to the level of education of the reader or listener.

## Written Materials and Distribution Channels

Group participants had several suggestions for improving the look and accessibility TriMet's bi-lingual and multi-lingual printed materials:

- Materials
  - Put materials in different colors so that people know which language to look for, such as yellow for Spanish, blue for English, etc.
  - Font and size are important—make it a larger font and easy to read.
  - Need good graphics that are easy to understand.
  - People still remember the “Raindrops” and “Beaver” graphics and liked those as wayfinding cues.
- Materials need to be distributed where people are likely to be, such as:
  - Worksites
  - Restaurants
  - Libraries
  - Recreational/community events
  - Community assistance centers
  - Church
  - Onboard TriMet vehicles
  - Places where people shop (flea markets, small grocery stores, etc.)
  - Schools, for children to bring materials home
- For non-readers and those with limited reading skills, information must be conveyed in other ways, such as:
  - Radio spots presented as “Soap Operas” with characters people identify with.
  - Outreach by Spanish-speakers at events where people go such as work sites, recreational events, church, schools, community centers, onboard TriMet vehicles, etc.

## 238-RIDE

CBOs were aware of and use the service and offered the following insight:

- Put the Spanish prompt in second or third position so Spanish-speakers can realize that the service is available; this is what they are used to when they use other telephone services.
- If people do not think the Spanish option is available, they hang up.

## Internet: [trimet.org](http://trimet.org)

CBOs were aware of and use the website but had the following input:

- The Internet is not a particularly useful tool for many LEP customers for a number of reasons, including:
  - They do not read English, and some do not read Spanish, either.
  - They do not have access to or experience with computers.
- However, this is a good tool for the younger people with access to computers and by phone, and they can teach their parents how to use it.
- Make sure that the headings and buttons are translated too.

## Trip Planner

CBOs were aware of and use the service and offered the following comments:

- They encourage their clientele to use it.
- Try setting up a “My TriMet Space” like “My Space” where people can keep their information and easily access it; this is especially useful for the younger people.

## Other Mentions

While LEP customers have difficulty calling to register complaints, reporting emergencies or dangerous situations is particularly difficult. TriMet needs to find a way to address this problem.

- Cost of transit: Some LEP customers do not always have enough money to buy a pass, so they buy one ticket at a time, which ends up costing them more. Publicize fare instruments that will help them save on their transit cost.
- Provide “How to Ride” DVDs and have training sessions for CBO clientele. Some participants were also interested in becoming travel trainers for their constituents.
- Have a group of community people serve as a “test group” for materials and communications before they are finalized and distributed to the community.

Appendix A includes a summary report of community-based organization focus group discussions.

The LEP Outreach Coordinator was able to continue to build an ongoing collaborative relationship with the 21 leaders that participated in the initial round of discussion to discuss the effectiveness of TriMet’s materials and resources with LEP communities. The LEP Outreach Coordinator provided draft materials for review to these community advisors and was able to update them on the implementation of the recommendations they made to improve access for LEP

Spanish-speaking customers. The contact with these community members opened the door for the LEP Outreach Coordinator to deliver presentations at churches, community organizations, and schools. In addition, some of these contacts hosted focus group discussions of draft materials, such as the Viaje Mejor graphic novella (Figure 5-1), with LEP Spanish-speaking riders prior to the finalizing the end-product. These community advisors proved to be a great resource for the testing and development of materials and the language used by LEP Outreach Coordinator and translators. The advisory group comprised members of the Latino community from Mexico, Peru, Ecuador, El Salvador, Chile, Venezuela, Colombia, Guatemala, Puerto Rico, and the U.S. It was found that testing materials with a broad segment of the Latino community was very valuable, understanding that, in the end, it is important to define the audience as there will always be a segment of the community that would prefer or would argue that another phrase or a particular look on the materials would be more appropriate.

**Figure 5-1**  
*Viaje Mejor Graphic Novella*



SECTION  
6

## Travel Training

A major emphasis of the program was to deliver travel training to new LEP riders. In the initial years of the program, TriMet's LEP Outreach Coordinator was able to form partnerships with Centro Cultural in Washington County, which serves primarily new immigrants working in migrant labor, and with Programa Hispano in Portland, which serves new Latino immigrants in the Portland area. Weekly training sessions conducted at Centro Cultural initially involved 20 or so participants. At Programa Hispano, staff periodically conducted group travel training sessions, but, for the most part, it was one-on-one training by their staff. The one-on-one session included showing Spanish-speaking LEP riders how to use the Trip Planner in Spanish on the Web and opportunities for using TriMet's trip planning assistance via telephone at (503) 238-7433. Unfortunately, these efforts ended after a couple of years. Staff were laid off or went on to get other jobs, as their organizations were unable to sustain the funding for their positions. This is one of the major challenges of partnerships with travel training programs with community organizations. Unless the non-profit organizations are able to secure more long-term funding, it is difficult for them to maintain staff for these efforts. At the same time, it is important for TriMet and other transit agencies to continue to provide informational materials to these organizations as other programs (not specific to travel training) run by these organizations continue to serve future LEP riders.

One notable organization that continues to provide travel training is the Immigrant and Refugee Community Organization (IRCO). IRCO has a program called Coordinated Assistance to Support Employment (CASE), which provides support services and low-income service access to reduce barriers that may impede a refugee's progress to obtain or retain employment.

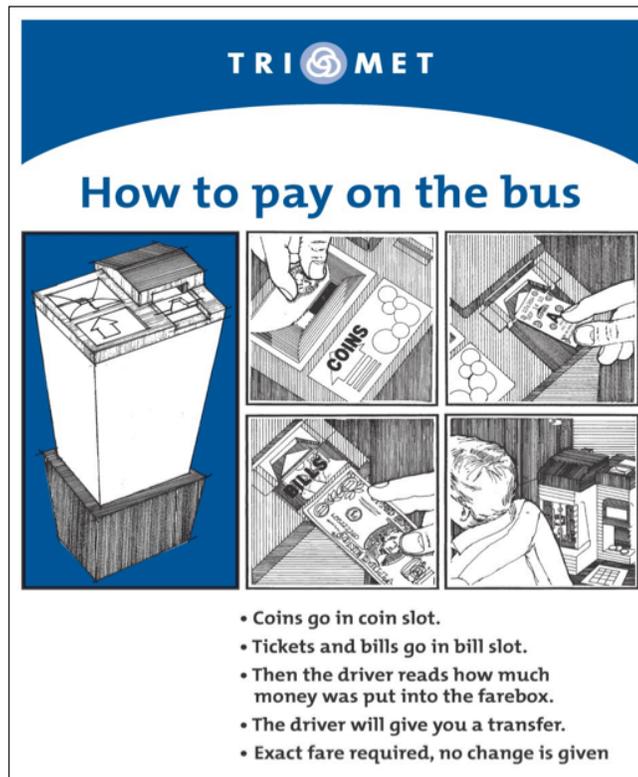
IRCO provides an orientation to the TriMet transportation system every week to newly-arrived refugees who have been in Portland for one to two weeks. These are people from around the world with a variety of experiences with public transportation. Some are quite accustomed to bus systems, while others have never used public transportation. Generally, they do not speak English, and interpreters are provided for the orientation.

IRCO's newly-arrived refugees are almost totally reliant on public transportation. Without an effective public transportation system, they would be unable to successfully integrate into the Portland community. This includes working,

shopping, going to medical appointments, and visiting friends and family. In one year, 600 to 800 newly-arrived refugees have participated in this orientation.

This is perhaps the most stable and lasting partnership for TriMet in travel training. TriMet provides printed materials, system maps, and travel training boards to the program (see Figures 6-1 through 6-3). In addition, every week that there is a training session, a bus driver comes to drive participants and trainers along a designated route so the lessons presented during the class becomes more tangible. This training module takes about three hours. Upon completion of this and their language classes, participants are provided by IRCO with a monthly TriMet pass. The current economic climate and ability for IRCO or TriMet to sustain the program is always challenging because, as noted other organizations that TriMet has partnered with during this period of the grant have lost staff.

**Figure 6-1**  
Travel Training  
Board 1



**Figure 6-2**  
Travel Training  
Board 2

**Using a MAX ticket machine**

- Select your fare
- Insert coins, bills or a debit/credit card into the corresponding slot
- Collect your ticket and change from tray
- Some machines are debit/credit only

**Figure 6-3**  
Travel Training  
Board 3

**Transfer**  
The tear at the top of this transfer means it is good for boarding buses or MAX until 6:30 p.m.

**Go-anywhere fares**

Effective September 1, 2012	2-Hr Tickets*		1-Day Pass		7-Day	14-Day	30-Day or
	1 Ticket	10 Tickets	1 Pass	Book of 5	Pass	Pass	1-Month Pass
<b>Adult</b> 18-64	\$2.50	\$25.00	\$5.00	\$25.00	\$26.00	\$51.00	\$100.00
<b>Honored Citizen</b> 65+, Medicare or disability	\$1.00	\$10.00	\$2.00	\$10.00	\$7.00	\$13.50	\$26.00
<b>Youth</b> 7-17 or high school/GED	\$1.65	\$16.50	\$3.30	\$16.50	\$8.00	\$15.50	\$30.00
<b>LIFT Paratransit</b>	\$2.15	\$21.50	—	—	—	\$31.50	\$62.00
<b>LIFT Punch Card: \$41.00</b>							

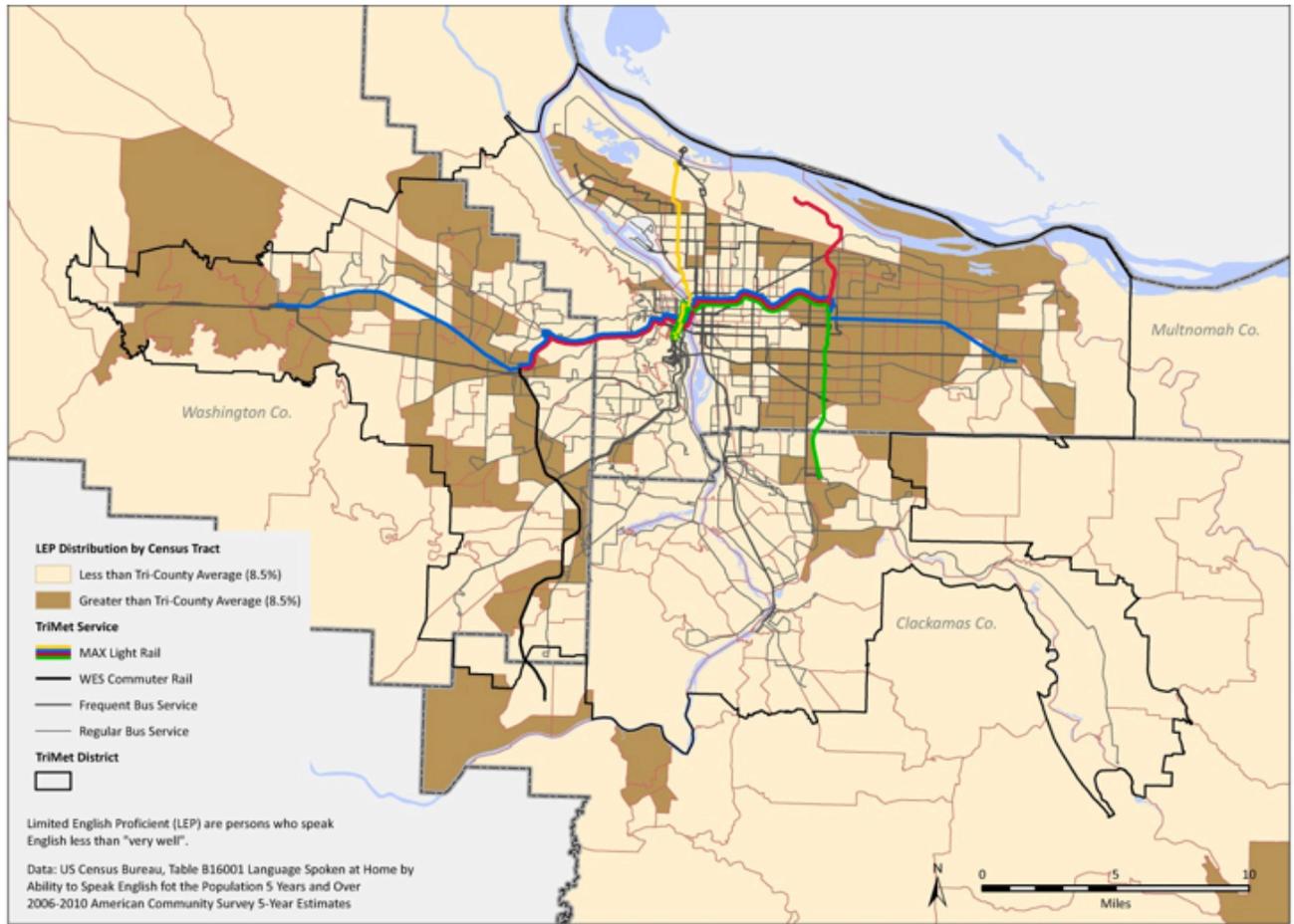
\* Tickets are valid for 2 hours. Bus transfer receipts are valid for at least 1 hour past the last scheduled stop on weekdays and 2 hours past the last scheduled stop on weekends.

An alternative approach to the formal classroom travel training has been for the LEP Outreach Coordinator to participate in events or classes hosted and organized by community organizations, churches, schools, and libraries. The LEP Outreach Coordinator has been able to participate in events that draw thousands of Spanish-speaking LEPs, such as Cinco de Mayo, 16 de Septiembre (Mexico's independence celebration), and the Latino Celebration in Hillsboro. The LEP Outreach Coordinator made announcements at Mass in St. Cecilia Church in Beaverton and St. Anthony's Church in Tigard and delivered presentations in ESL/religious classes in various Catholic churches in the Portland metropolitan area. These efforts, coupled with presentations at ESL and parent meetings at public schools and libraries, extended TriMet's reach in travel training efforts.

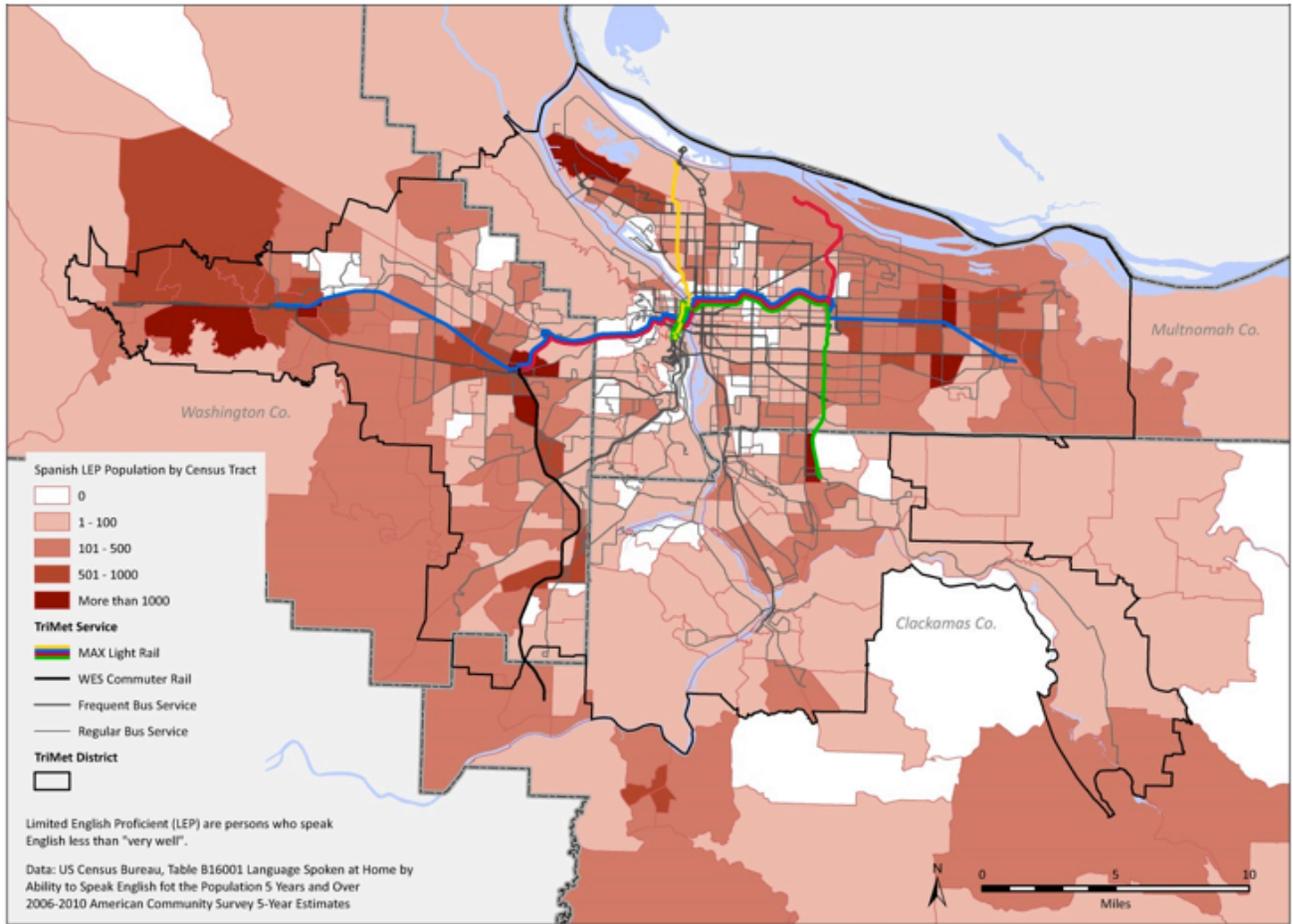
TriMet's LEP Outreach Coordinator was also interviewed by Univision Portland and the program "En Familia of Los Niños Cuentan," a half-hour segment through Clackamas County Community Television that was later aired on KGW's Spanish language channel, Estrella TV. TriMet also provides travel training tips to LEP customers almost daily as part of the on-street customer service efforts by TriMet staff in various part of the system. This is much more specific in nature, as it entails informing customers of service changes and disruptions happening at the time.

## Identifying Service Changes

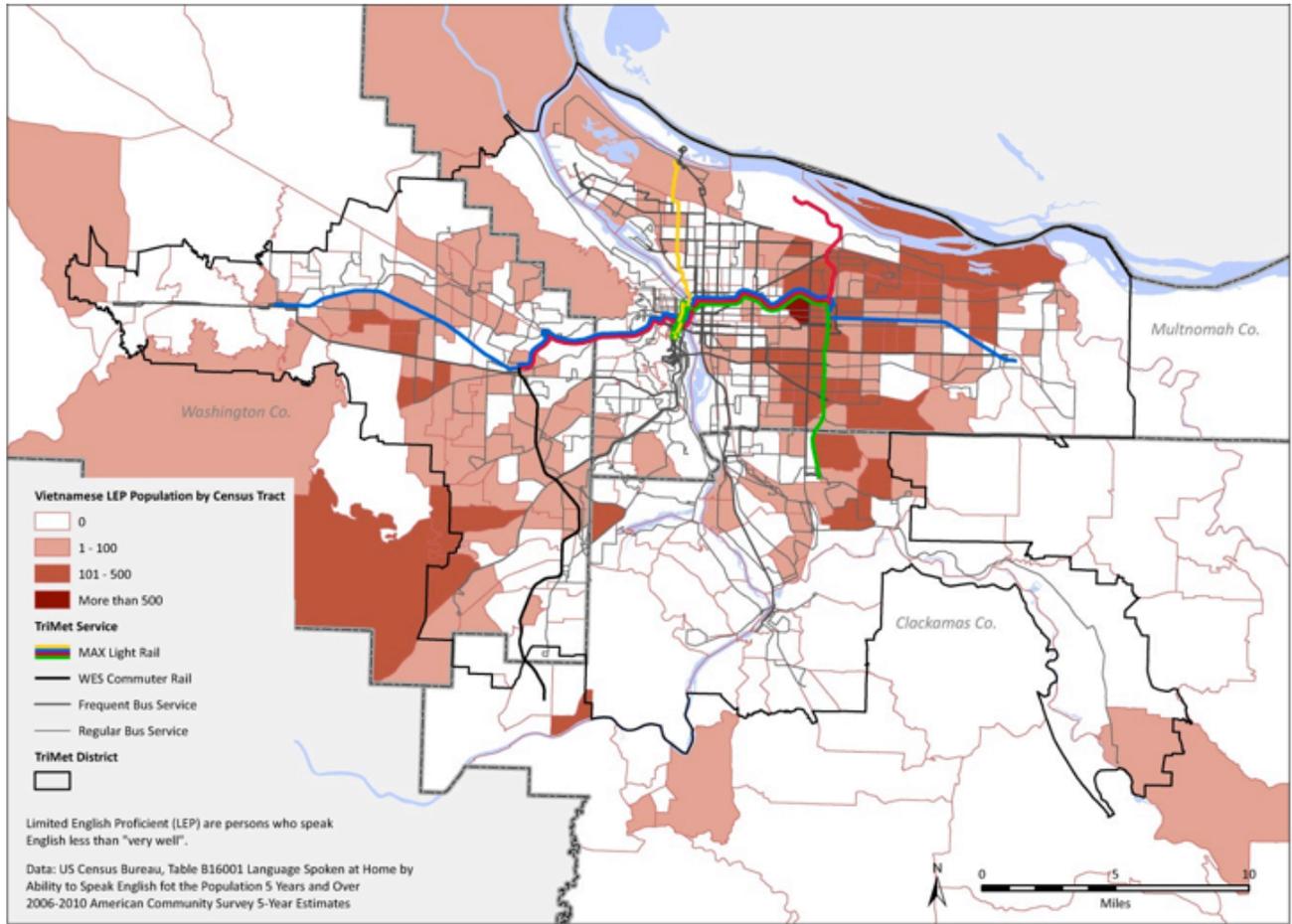
The U.S. Census Bureau collects data about the ability to speak English as well as the language spoken at home via the American Community Survey (ACS) and allows for the identification of LEP languages falling within the “Safe Harbor” thresholds. The thresholds are 5 percent of total population or 1,000 individuals, whichever is less. These data were retrieved for the three-county region (Clackamas, Multnomah, and Washington) in which TriMet provides service. TriMet maintains geographic information delineating its service boundary as well as its bus and rail service. TriMet’s LEP demonstration program benefited from being able to draw on the expertise and availability of capable staff that provided GIS maps showing concentrations of LEP communities and research and analysis of rider information data. Census ACS data were plotted on a series of maps and overlaid with TriMet’s bus and rail service. The overview map in Figure 7-1 shows LEP populations greater than the region average of 8.5 percent concentrated primarily in western and eastern suburban locations as well as north Portland. The next series of maps details the distribution of speakers of the five largest LEP languages: Spanish (Figure 7-2), Vietnamese (Figure 7-3), Chinese (Figure 7-4), Russian (Figure 7-5), and Korean (Figure 7-6). This information is consistently used to shape the outreach plans as service changes are proposed.



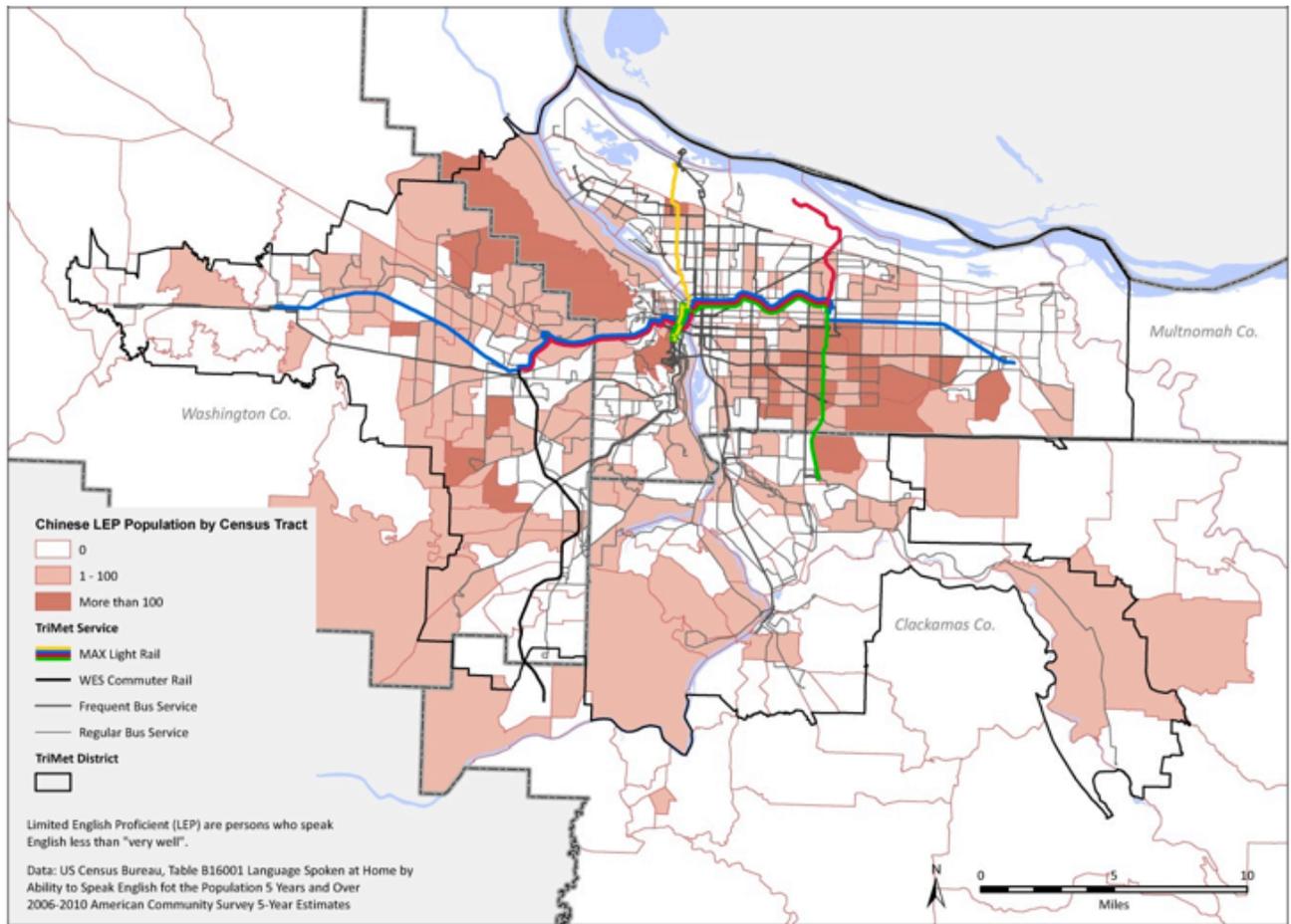
**Figure 7-1** Limited English Proficient Population Distribution



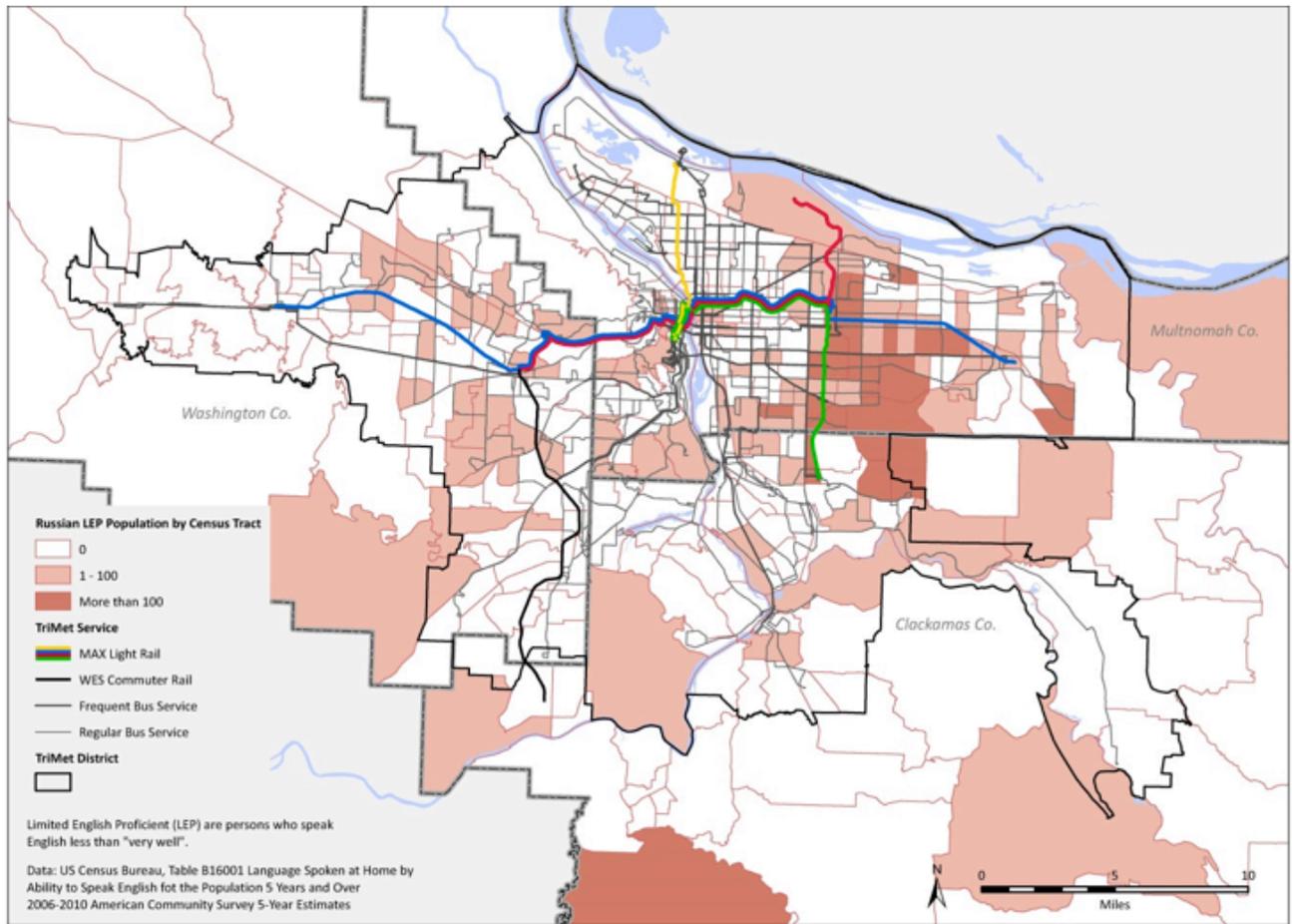
**Figure 7-2** Spanish Limited English Proficient Population Distribution



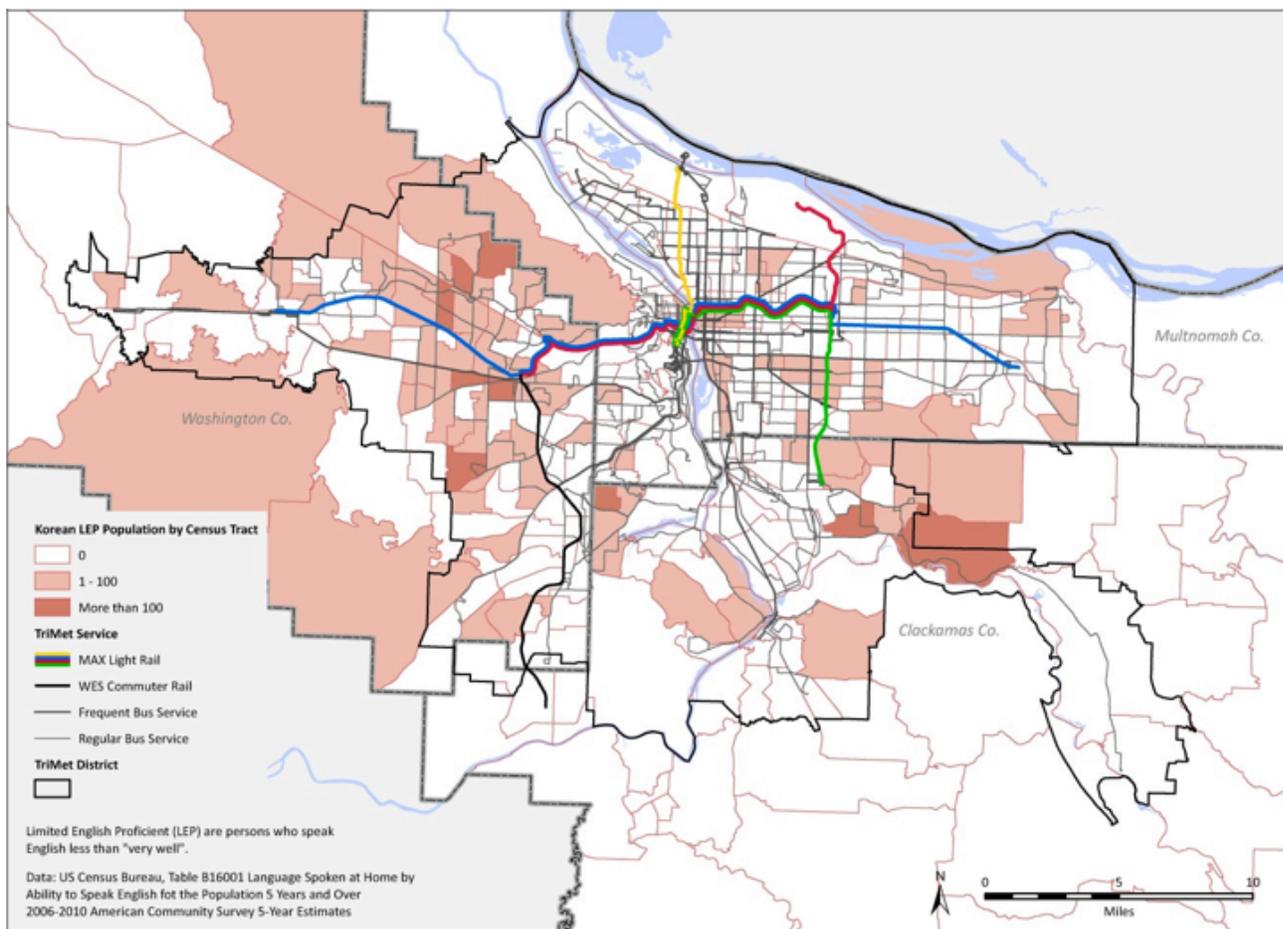
**Figure 7-3** Vietnamese Limited English Proficient Population Distribution



**Figure 7-4** Chinese Limited English Proficient Population Distribution



**Figure 7-5** Russian Limited English Proficient Population Distribution



**Figure 7-6** Korean Limited English Proficient Population Distribution

The following is an example on how the use of GIS mapping (census data) combined with other research can lead to best practices by transit agencies serving LEP riders.

### Line 12-Barbur/Sandy Boulevard LEP Outreach, Spring 2008

In the fall of 2008, the Oregon Department of Transportation closed NE 223rd Avenue for one year to replace a railroad bridge and widen the existing underpass. This work required TriMet to reroute Line 12-Barbur/Sandy Boulevard. In the spring of 2008, Service Planning and Customer Information staff surveyed Line 12 customers to determine which of two reroute options was preferred.

One reroute option diverted Line 12 at NE 207th Avenue, while the other option required a significant extension of Line 12 along Sandy Boulevard to

NE 238th Avenue. Pursuing the NE 207th Avenue option would not have cost additional money, but would have required a long walk for existing customers who ride to NE Sandy Boulevard and 223rd Avenue. This option would have made transit especially burdensome for several hundred employees of Townsend Farms. A review of demographic data showed concentrations of potential LEP Spanish-speaking riders and on-site information revealed that Townsend Farms employees were mostly Latinos whose primary language was Spanish. These riders already walked up to half a mile between the bus stop at NE Sandy Boulevard and 223rd Avenue and their employment site. As a result, TriMet developed a Spanish language survey and deployed Spanish-speaking Customer Information staff on the bus and at the bus stop to help customers fill out the survey.

Because of the efforts by Service Planning and Customer Information, TriMet was able to determine that the preferred option was to extend Line 12 along Sandy Boulevard to 238th Avenue. This reroute proved to be very popular, with a ridership increase of 1,400 rides per week (69%) on this segment of Line 12. Townsend Farms employees were now able to ride the bus directly to work, and the reroute also served a Walmart Super Center.

SECTION  
8

# Developing Policies and Procedures to Meet Needs of LEP Populations

In June 2008, TriMet's General Manager formed a multi-divisional LEP Advisory Committee to assist in the task of identifying and implementing LEP measures to further the agency's effectiveness in providing meaningful access to LEP customers. The LEP Advisory Committee, led by TriMet's Marketing Director, has worked to develop guidelines in the areas of language assistance, vital documents, training, definitions and standards, customer information, outreach, and research and administration (see Appendix B).

The General Manager's decision to establish the LEP Advisory Committee was one of the most significant leadership actions for the program. This Advisory Committee comprised key staff throughout the agency and included:

- Drew Blevins (chairperson), Director of Marketing
- Jessica Bucciarelli, Coordinator of Employee Communications
- Josh Collins, Manager of Communications
- Phil Davis, Assistant Manager of Transportation
- Jeremy Ferguson, Information Development Coordinator
- Diane Goodwin, Manager of Project Communications
- Jean Gruenewald, Director of Customer Service
- Debbie Huntington, Manager of Creative Services
- Victor Kandle, Assistant Manager of Field Operations
- Steve Kautz, Service Programs Manager
- Yvonne Lyon, Manager of Marketing Research
- Allen Morgan, Manager of Transportation Operations Training
- Colleen Sexton, Director of Human Resources
- Pam Wilson, Manager of Marketing
- Leadership Advisors: Steve Banta, Executive Director of Operations, and Carolyn Young, Executive Director of Communications and Technology
- Committee staff: Martin Gonzalez, LEP Outreach Coordinator, and Liz Goebel, Deputy General Counsel

In establishing this Advisory Committee comprising diverse stakeholders within TriMet, the General Manager set the tone and expectations of the group and advertised those expectations throughout the agency. He also made sure that the LEP program received more comprehensive input from those whose support and efforts would be important to the success of the agency's language access implementations guidelines, plan, and procedures. Participating personnel from different departments throughout the agency allowed the building of institutional knowledge and resources that led to better serving LEP riders. In addition, these participants became champions of change within their departments to improve services to LEP riders.

# Research and Evaluation

As part of the grant agreement, TriMet was to conduct before-and-after research to evaluate the effectiveness of the program. The “before” research was conducted in the summer and fall of 2005. The results were used to craft the form and content of the demonstration program. The results from the “after” research are being used by management to:

- Understand how the different elements of the LEP demonstration program have worked
- Highlight areas for improvement
- Inform communication strategies targeting all TriMet customers.

The research effort was multi-faceted and included internal and external research and evaluation.

Since the LEP program started in 2006, all surveys taking place outside the agency conducted by the TriMet Market Research Department have been translated into Spanish. Some surveys, such as telephone surveys and on-line surveys, have been conducted and recorded in Spanish. Others, such as the on-board surveys, have been distributed in hard-copy form.

Some of the larger studies included:

- Attitude & Awareness Surveys – telephone surveys (2006, 2008, 2009, 2010)
- PGE Park Surveys – visitors to the park (2008, 2009, 2010)
- Jeld Wen Timbers Survey – visitors to the park (2011)
- WES OD Surveys – on-board survey and parking lot survey (2009)
- Transit Mall & Green Line Surveys – on-board survey and parking lot survey (2009)
- Bike Survey – in-person interviews (2010)
- Portland Milwaukee Light Rail Communication Survey – on-line survey of residents (2011)
- Boring Service Withdrawal Survey – on-board survey, telephone, and intercept survey (2011)
- Westside Service Enhancement Survey – on-line survey of residents (2012)
- Fare Survey – on-board survey (2009, 2011)

## Attitude & Awareness Study

The purpose of this analysis was to understand if and how Hispanic/Latino respondents (hereafter referred to as Hispanics) differ from Caucasian and other minorities surveyed in TriMet’s annual Attitude & Awareness survey (hereafter referred to as the A&A). The results of this study can, among other uses, help inform future TriMet work with the LEP program.

The A&A study is TriMet’s annual telephone study conducted to track public mood, regional approval of the agency’s overall job performance, approval for existing services and new projects, and changes in ridership and customer profiles. The analysis used a dataset prepared by TriMet combined from the survey years of 2007 to 2010. The dataset contains a total of 3,881 respondents grouped into three racial/ethnic groups: Caucasian (n=3262), Hispanic (n=216) and “all other minorities” (n=403, hereafter referred to as AOM). The terms “race” and “ethnicity” are used interchangeably in this document.

Hispanics were compared with Caucasians and other minorities. Additionally, the Hispanic group was divided into two groups for comparison—those taking the survey in English (“Hispanics in English,” n=132) and those surveyed in Spanish (“Hispanics in Spanish,” n=84).

Primary areas investigated included:

- TriMet’s overall job performance evaluation
- Product evaluations (bus and MAX)
- Safety and security evaluations
- Ridership and transit-dependency: frequency, trip purpose, vehicle choices
- Demographic profiles

Response differences between groups could stem from:

- Demographic and rider type differences other than race/ethnicity
- Cultural differences in survey taking and use of rating scales
- Actual differences in satisfaction between groups.

## Discussion and Recommendations

When demographic variables are controlled for, race/ethnicity is typically not a significant predictor of TriMet rating/satisfaction differences. In other words, Hispanics do differ from other groups but the explanations can be found in demographic rather than cultural differences.

One exception is TriMet approval, where race/ethnicity stays significant even after controlling for a few other variables, suggesting that this group might

be stronger supporters of transit. Another possibility that can be explored in future studies or focus groups is the tendency among Hispanics to use “extreme scalar points” more frequently than other groups, as suggested in recent market research studies:

... different [multi]cultural groups respond to scalar questions differently. In the U.S. particularly, scale response differences between Hispanics and non-Hispanics have long complicated market researchers’ attempts to draw meaningful conclusions about differences between them. It is broadly accepted that Hispanics tend to use extreme scalar points more frequently, frustrating direct comparisons with non-Hispanics. (Quirks 2011)

The number of Hispanics surveyed in Spanish was small, which prohibited OLR analysis and weakened cross-tabulation findings. Nevertheless, several differences were found between the two Hispanic groups, and further exploration of the Hispanics surveyed in Spanish group is suggested. Hispanics surveyed in Spanish were:

- More frequent riders and used more TriMet modes (bus and MAX)
- Older, but had lived fewer years in Portland than the Hispanics in English
- Less prone to provide verbatim responses than Hispanics surveyed in English; reasons for this can be explored further, in LEP focus groups, for example

The variation in trip purpose categories (questions 12 and 13) suggests there may be some cultural differences between groups in classification of activities. This may be explored further, specifically the difference between “personal business” and other categories such as medical appointments.

## Bus Operator Surveys

As part of the TriMet LEP program’s effort to evaluate access to transit for all members of the community, intercept surveys were conducted with bus operators. Since bus operators are often the first contact LEP passengers have with TriMet, this research was designed to determine:

- How often operators encounter LEP passengers
- How operators communicate with LEP passengers
- Their ideas for better ways to communicate with LEP passengers

To this end, TriMet’s Marketing Information Department conducted a total of 203 operator interviews at Center Street Garage during the Fall 2005 schedule sign-up. Another survey was conducted during the Fall 2011 schedule sign-up with 209 operators. During both survey periods, interviewing times were spread

evenly throughout the two-week sign-up process to ensure that operators with varying lengths of service were represented.

Operators were asked which routes they had driven in the past year and where they had most often encountered LEP passengers asking for information and how often. Results indicated that operators encountered LEP passengers on about 60 percent of the bus routes in the system. Routes most often mentioned in both 2005 and 2011 were:

- Line 57-TV HWY/Forest Grove—connects Forest Grove, Cornelius, Hillsboro, Aloha, and Beaverton, the area with the region’s highest concentration of Spanish speakers.
- Line 12-Barbur—a long route with one end in Sherwood, another area with a large Spanish-speaking population.
- Line 4-Division—one end of the route is in Gresham, an area with a high concentration of Spanish speakers, as well as Indo-Europeans and Asian/Pacific Islanders.
- Line 72-Killingsworth/82nd—a top mention in 2011; one end is in Gresham, again an area with a high concentration of Spanish speakers, as well as Indo-Europeans and Asian/Pacific Islanders. The Green Line MAX, which opened in 2010, connects to Line 72.

As for the number of times LEP passengers asked for information, there was a great range depending upon the route. For some routes, information requests were only once a week; for others, it was as high as 20 times per day.

Operators were asked what types of questions were most often asked by LEP passengers. For this open-ended question, the top responses were how to get to a destination /building/bus stop (86%), fares (20%), and which bus to take (10%). Between 2005 and 2011, the responses were similar.

When asked how they communicate with LEP passengers, operators mentioned a variety of strategies, including asking other passengers for help (41%), using hand gestures/sign language (29%), getting them to write down an address (14%), pointing to fare signs (13%), speaking slowly (12%), alerting them to their stop (12%), using diagrams or maps (11%), and listening closely (11%). In 2011, hand gestures/sign language and getting them to write down address were mentioned more often than in 2005.

Most (83%) of the operators were aware of different materials, services, or tools TriMet uses to communicate with LEP passengers. This was significantly higher in 2005 than in 2011 (92% vs. 74%). Materials/services/tools cited included:

- Paddle with translations (49%)—a high-visibility item for operators, as it stayed on the bus near the driver’s seat. It was discontinued before 2005 (it

ended up being primarily used to clear farebox jams), but 80 percent of those in 2005 mentioned it compared to 12 percent in 2011.

- How to Ride brochure (23%)—for 2005 respondents, a higher mention than in 2011 (34% vs. 10%).
- Spanish language channel cards (17%)—a new item and, therefore, not mentioned in 2005.
- *Farebox Spanish* (16%), a booklet containing key phrases in Spanish—mentions in 2005 were more than in 2011 (22% vs. 8%).
- Language translation at 238-RIDE (11%)—fewer mentions in 2005 than 2011 (5% vs. 17%).
- Website (7%)—fewer mentions in 2005 than in 2011 (4% vs. 10%).
- Bus/MAX announcements (7%)—fewer mentions in 2005 than in 2011 (4% vs. 11%). Between 2005 and 2011, Automatic Stop Announcements were installed on many buses, which included Spanish language instructions.

When asked if TriMet could do something to help operators communicate with LEP passengers, 62 percent answered “yes” and offered a number of suggestions, such as language classes at TriMet (36%), a list of phrases with translations (16%), translators on the bus or available so operators could phone TriMet (11%), and brochures/schedules/maps in other languages (8%).

About one third (31%) of the operators interviewed recalled training on how to communicate with LEP passengers. This was higher in 2011 (36%), and significantly higher in 2011 for those who had worked at TriMet for up to one year (91%).

Of those who could recall the training, most could not recall specifics, saying only that they had the training when they first started. Others mentioned training on how to use the Spanish tapes/*Farebox Spanish* or the paddle with translations.

Overall, 36 percent of the operators interviewed speak another language at some level, either fluently or a few words. There was little difference between 2005 and 2011 in number of operators who spoke another language. Among those who said they spoke another language, most spoke Spanish or some Spanish (66%) followed by German/some German (19%), Russian/some Russian (9%), and French/some French (8%). Operators employed with TriMet up to one year had the highest concentration of those who spoke some level of Spanish—89 percent in 2005 and 86 percent in 2011.

## Staff Survey

An on-line survey was sent to 548 TriMet staff in July 2012 to ask employees how they communicate with customers who speak limited English. A response rate of 28 percent was obtained. The results of this survey point out the following:

- Three in 10 staff respondents speak another language besides English, with about two-thirds of those giving Spanish as the language spoken.
- Three-quarters said they had contact with LEP customers, with about half saying their contact is less than once a month.
- For those who have contact, when asked what type of questions are asked by LEP customers, the most frequent mentions were how to get to their destination (65%), which bus/MAX do I need (56%), what fare to pay (34%), schedule questions (29%), and how to use the ticket vending machine (28%).
- A total of 72 percent said they were aware of materials, services, or tools that TriMet uses to communicate with LEP customers.

## Roundtable Discussion Groups

In 2005, four focus groups with LEP participants were held before the LEP program started. There were two Spanish groups in different community types, rural and urban. In addition, there was one group each in Vietnamese and Russian in urban communities. In 2011, four focus groups were held. This time, they were all in Spanish and held in different parts of Portland, both rural and urban. Participants were recruited by social service agencies in 2005 and by an independent contractor in 2011. Both times, participants were a mix of frequent and infrequent riders of TriMet. A moderator conducted the groups in participants' native language while observers from TriMet used the services of a simultaneous interpreter.

### Discussion

Meeting participants discussed various elements related to their own TriMet travel including:

- Experiences with TriMet's fares/tickets, routes/schedules, and safety/security issues
- Understanding and usage of TriMet customer information materials, tools, and services
- Awareness of prohibited activities
- Suggestions to make riding TriMet easier

### Findings

- Most said they were transit-dependent and rely on transit for almost all of their travel in the region.
- People ride TriMet for many reasons: work, school, visiting friends and family, shopping, doctor appointments, and personal business.
- Many community members indicated they travel with small children and older adults.

- The primary frustrations LEP customers experienced using TriMet were consistent with those experienced by other TriMet riders, including late buses, pass-ups, concerns for personal safety, rude employees, confusion over zone boundaries, and transfers. However, language barriers can inhibit satisfactory resolution of their issues.
- Because many LEP customers are new to the country or do not understand English, they rely heavily on family, friends, and trusted community organizations to help them adapt and find their way.
- In 2011, more participants than in 2005 expressed concern over bus driver behavior, mainly in the area of fare issues, whether it was more strict fare enforcement or confusion over fares. Other driver issues were a perception of a poor attitude toward Latinos, intolerance for carts and strollers, and the bus starting before passengers sit down.
- In both 2005 and 2011, most participants were unaware of the language services at 238-RIDE offered by TriMet and, therefore, few had made use of the service.
- Icons used in 2005 had a low level of understanding. Two of the icons were reworked and shown to participants in 2011 with slightly better understanding.
- Channel cards in Spanish, new after the 2005 groups, showed a high level of awareness and approval in 2011.
- In 2011, participants were asked about awareness of a new Spanish how-to-ride brochure in comic book style. Few had seen the brochure.

## Conclusions and Recommendations

1. Initiating, maintaining, and strengthening relationships with community organizations that serve LEP populations is important because of help provided to those new to the country as they adapt and find their way.
2. Awareness of LEP materials might be impacted, as the total number of Spanish-speaking LEPs increased from 30,816 based on the 2000 census to 68,194 in the 2010 census.
3. Highly-visible information pieces, such as channel cards shown below as Figures 9-1, 9-2, and 9-3, are an excellent way to reach LEP communities.
4. The general lack of awareness of the multilingual services provided points out the need for finding the proper venues for promoting these services.
5. New materials and icons should be tested for correctness and understanding with LEP communities before being produced and distributed.
6. A refresher training course on how to communicate with LEP communities should be provided for all drivers.

**Figure 9-1**  
*Accessing Information  
 in Spanish Channel  
 Card*



**Figure 9-2**  
*Respect the Ride  
 Channel Card in  
 Spanish*



**Figure 9-3**  
*Fare Enforcement  
 Channel Card in  
 Spanish*



## CBO Discussion Groups

Input from the leaders of the Spanish-speaking community was obtained in Community-Based Organization (CBO) group discussions in 2008 and 2011.

For the first group in 2008, 21 community leaders and representatives of CBOs serving Spanish-speaking LEP populations participated. The moderator of the

group was TriMet's LEP Outreach Coordinator, and the group was conducted in Spanish. The second group in 2011 was much smaller, with 8 participants from various organizations who did not participate in the first group. This group was moderated by an independent contractor.

## Discussion

The agency wished to solicit the leaders' opinions on a variety of topics, such as:

- Intercultural communication issues
- Quality of TriMet's written materials—translations and production
- Proper distribution channels for customer information materials
- Appropriate media for different topics and audiences
- Awareness and use of TriMet trip tools

## Findings

- Communication problems between Spanish-speaking passengers and TriMet operators were a main topic of conversation in both groups. Participants were concerned about a perceived lack of cultural awareness training for front-line TriMet personnel. Suggestions were given as to how to improve this, which came down to an emphasis on training.
- TriMet's written materials were quite different between the two groups. In 2008, the main piece of literature was a multi-language how-to-ride brochure that was not well-received. In 2011, the new Spanish channel cards were shown and were well-accepted for the most part. Another new item, a brochure in comic book format, was shown and received feedback on how to improve the look and words.
- Distribution of materials was discussed in the 2008 group but not in 2011. It was suggested that the materials be distributed where the people are—community assistance centers, churches, on-board TriMet vehicles, and schools.
- 238-RIDE travel assistance in Spanish had a high degree of awareness in both groups.
- Spanish pages on trimet.org also had a high degree of awareness in both groups, as did the Trip Planner page.
- Transit Tracker by Phone had not been used by any of the 2011 participants (not discussed in 2008).
- Cost of fares was mentioned by both groups, with it becoming more of an issue with the 2011 group.

## LEP Program Awareness Study

This research took place in May 2010 among members of the Spanish-speaking communities in the region. A total of 100 Latinos were contacted by telephone, half of whom spoke English not very well or not at all and the other half spoke English well or very well. The purpose of the survey was to determine awareness and use of TriMet language assistance options.

### Findings

Most respondents lived in Washington or Multnomah counties (43% and 42%, respectively). Most were riders (80%). Of the rider categories, 31 percent were frequent/regular riders and 69 percent were occasional/infrequent riders. The average age was 39 years.

#### *238-RIDE Interpreter Service*

Of all the respondents, 34 percent were aware of the interpreter service. For those who spoke English well, 44 percent were aware of it, but only 24 percent of those did not speak English well were aware of it. Of those who were aware, 24 percent had used the service before, and 60 percent had used it for Clackamas County

#### *Transit Tracker by Phone*

Overall, 47 percent were aware of Transit Tracker by phone. There was 61 percent awareness by respondents who spoke English well and 34 percent by respondents who did not speak English well. Of those who were aware of it, 38 percent had used the service before.

#### *Trimet.org Spanish Pages*

There was 25 percent overall awareness of TriMet's Spanish pages. Of the respondents who spoke English well, 42 percent were aware of them, and only 8 percent of who did not speak English well were aware of them. Of those who were aware, 31 percent had used the service before.

#### *Public Hearings Interpreter*

A total of 11 percent were aware of the public hearings interpreter service. There was 18 percent awareness for those who spoke English well and 4 percent for those who did not speak English well. Of those who were aware, 17 percent had used the service before.

### *Spanish-Language TriMet Materials*

A total of 34 percent had seen TriMet's Spanish-language materials. The items seen were routes, signage in vehicles/stations, brochures, announcements on vehicles/stations, schedules, and maps.

### Conclusions and Recommendations

- Awareness of language-assistance options ranged from 11–47 percent.
- Transit Tracker by Phone had the highest awareness and highest usage of all the options.
- In most cases, those who spoke Spanish well or very well were more aware of the options than those who spoke Spanish not at all well or not very well.
- Strong promotional efforts must take place, especially within the LEP Spanish communities where people do not speak English well, for the TriMet language assistance options to be effective.

## Call Center Data

The following data comes from the agency's Customer Service staff. In looking at the data provided for the seven-month period from December 1, 2011, through June 30, 2012, there were 2,808 requests for language assistance. This is in the context of customer service staff answering on average 15,697 calls per month. Language assistance can be accessed over the telephone with interpreters available for 176 languages. Table 9-1 provides a listing of languages in which the service was provided, indicating those languages most often requested.

In 2012, Spanish language assistance constituted the majority (65%) of the language-assistance requests. While this has fallen from 2005 (82% of the total), there were large increases in the total number of calls in that time span. Comparing the quantity of language assistance calls from 2005 to 2012, there was a:

- 748 percent increase in total calls
- 575 percent increase in Spanish calls
- 1,546 percent increase in all other language calls

**Table 9-1**

Language Assistance  
Calls to Call Center,  
2012

Call Center	238-RIDE	Medical Transportation Program	LIFT Contracted Paratransit Service	Total
Total Language Assistance	831	1,608	369	2,808
Spanish	633	920	284	1,837
Russian	14	483	12	509
Somali	4	73	22	99
Vietnamese	13	35	37	85
Arabic	7	46	4	57
Chinese (Mandarin)	11	29	2	42
Chinese (Cantonese)	10	22	8	40
Other*	139	-	-	139

NOTE: ATP includes LIFT, medical transportation for Medicaid-eligible riders in the Oregon Health Plan, and oversees funding assistance provided by TriMet to community-based volunteer and agency transportation through the Ride Connection program.

\*Other Language assistance was also provided to the following languages: Korean (31), Nepali (30), Farsi (23), Romanian (9), French (7), Burmese (5), Cambodian (5), Japanese (4), Swahili (4), Hindi (3), Oromifa (3), Bosnian (2), Karen (2), Thai (2), Amharic (1), Chuukese (1), Dutch (1), Kurdish (1), Polish (1), Portuguese (1), Shangainese (1), and Ukrainian (1).

### Automated Information

TriMet's number, (503) 238-RIDE, asks callers if they want information in Spanish. From there, they can choose arrival estimates or schedules at a specific stop or fare information, or they can choose to speak to a representative. The automated system logs the options that were selected, including how many callers requested information in Spanish. In 2012, there were 13,263,558 calls, of which 593,534 requested Spanish. The percentage of calls by Spanish speakers has increased steadily over the past several years, as shown in Table 9-2.

**Table 9-2**

Call-a-Bus Log Files

Year	Spanish	English
2006	0.1%	99.9%
2007	0.1%	99.9%
2009	0.5%	99.5%
2010	1.9%	98.1%
2011	3.5%	96.5%
2012	4.5%	93.5%

### TriMet Website

The TriMet website provides basic how-to-ride information in five languages (Spanish, Vietnamese, Chinese, Russian, and Korean). The pages also have TriMet's Title VI notification and complaint procedures and form in the preceding languages as well as in English. A how-to-ride video in Spanish, Vietnamese, Chinese, Russian, and Korean is also posted in the website. As TriMet has prioritized its resources toward serving the largest group in the LEP population,

the Spanish Web pages have more extensive content, in addition to a Trip Planner in Spanish. Table 9-3 shows the page views for the period June 1, 2011 to May 31, 2012. It should be noted that customers translate other pages of the site using third-party services, such as Google Translate or Microsoft Translator, and these are not trackable. However, the translated page views give a good indication of the balance of demand for those languages provided.

**Table 9-3**  
TriMet Website FY12  
Translated Page View  
Summary

Language	Quantity	Percent
Spanish	7,067	58%
Korean	1,860	15%
Chinese	1,592	13%
Vietnamese	844	7%
Russian	805	7%
Total	12,168	100%

### Language-Assistance Services

A review of the language-assistance services TriMet provides and the estimated costs for each are shown in Table 9-4.

**Table 9-4**  
LEP Spending  
FY08–FY12\*

Item	Total
Interpreter service	\$165,920
Translation	\$12,569
Channel cards	\$19,178
Brochures/literature	\$29,435
How-to-ride DVD	\$12,444
Civil Rights signage	\$774
Newspaper ads	\$7,979
Other ads (bench/yellow pages)	\$9,307
FTA training	\$2,258
Market research	\$49,341
Other (conference sponsor/HR hiring tool)	\$1,475
Total	\$310,681

\* Not including staff labor

Language-assistance costs incurred through the provision of telephone interpretation have remained constant, at about \$35,000 over the last few years. Major expenses have to do with marketing research. In addition, the development of the how-to-ride video that was then dubbed in Spanish, Vietnamese, Chinese, Russian, and Korean required hiring voice talent and editing in the targeted language, which was a significant expense. Other major items that have been effective in reaching LEP (Spanish-speaking) customers have been informational channel cards in all bus and rail vehicles and the targeted placement of bench ads in areas identified with high levels of LEP Spanish-speaking residents.

Table 9-4 shows resources that have been available for LEP activities. It should be noted that slightly less than half of these expenses have been covered by the LEP grant. What is not accounted for in this table are the staff costs incurred to provide access to LEP individuals by staff assigned to Operations, Customer Information Services, Creative Services, Communications, and Capital Projects. The agency strives to find creative ways to address the diverse customer base it serves, in particular, LEP riders.

## SECTION 10

# Conclusions

This project's intention has been to prove that that the combination of language specific personal outreach and culturally-appropriate communication approaches would:

- Enhance the transit experience for individual LEP customers, LEP community groups, and front-line TriMet staff.
- Result in clear, easy-to-understand communication pieces that would benefit all customers regardless of their language or literacy level.

From the very beginning to the very end, this has been an analytical process. Informational collateral pieces developed by the program, guidelines, trainings, icons, and internal and external research included in this report demonstrate a progression of improvements made by the agency to better serve LEP customers during the implementation phase of this demonstration project. The agency listened to community input, and many of the suggestions made by the initial community focus group were implemented. However, it must be stressed that, as an agency, this is and will continue to be a process to improve delivery of service to LEP communities. This initial investment afforded TriMet the opportunity to focus more on meeting the needs of diverse populations and learn in the process.

It is also brought to light the importance of using data to learn and improve on practices. Measurement is part of the accountability. The results also raise some questions of other factors to keep in mind when comparing one set of results from focus groups. It was discovered that analyzing the first set vs. the second set of focus groups would have taken more budget than using an external group. Thus, it is important for transit agencies to develop the internal capacity to finish an analysis or conduct assessments internally. Consideration needs to be given as to whether or not to go back to the original community leaders that comprised the initial focus group members to have continuity for comparison with the second focus group. Target audience had not changed much between first and second set of focus groups, as many were new LEP arrivals. People new to the area continue to be asked how they get their information. This is a group in transition. If they stay in the area long enough, they begin accessing information beyond their friends, family, neighbors, community-based organizations, and churches. Transit agencies need continue to seek opportunities to partner and train staff at the community-based organizations, so they can, in turn, train the people needing help. Perhaps transit agencies should create a grant program to provide passes or tickets as an incentive for community organizations to participate. If the community organizations continue to be strapped for funds, it is hard to imagine how to incentivize them. Turning out more materials alone

is not the solution. An idea that has surfaced is to partner with universities/ community colleges for help from advanced students. The challenge is that doing so will take longer and cost more in the long run to implement program. It is important to act on this work with an agency wide effort and not expect one LEP Outreach Coordinator or agency staff to carry the load alone.

In an effort to capture the experience learned through this demonstration project of trying to create institutional change, TriMet's Multicultural Programs Manager (the position formerly called LEP Outreach Coordinator) interviewed the retired Manager of Marketing Research and the chair of the LEP Advisory Committee. Their leadership and depth of research experience helped shape the direction and success of the program, and this report is the essence of their input. This report provides a summary of the lessons learned by TriMet personnel in the implementation of this LEP demonstration project and serves as a mini-guide to transit colleagues around the nation that are planning to improve access for LEP customers to their services.

TriMet's experience demonstrates that to be successful, an agency needs:

- A champion within the organization.
- Upper management backing and appointment of an LEP Advisory Committee by the General Manager.
- Collaborative organization on an internal level.
- Valuing this project in the same as any other community outreach project.
- Need for a solid plan with milestones and creation of a checklist that is simple and step-by-step.
- Building the plan around the four-factor analysis.
- Building an interdivisional team comprising individuals in planning, capital projects, information and technology, marketing, legal, finance, training and operations, and customer service and outreach to diverse populations.

## Additional Lessons

The most difficult part of this project was keeping the program moving forward. At a time when various departments within the agency are operating under strained resources, it is difficult to keep the LEP program as a high priority to other departments. The training department is a good example of how declining resources and cutbacks have impacted the amount of time available for training and the staff to perform it. This, coupled with a call for more concerted focus on safety training, adds to the tension of "what comes first?" TriMet in the past provided tuition reimbursement for the workforce to learn another language, but budget cutbacks discontinued that practice. Decisions to remove information racks on buses and MAX made it more difficult to distribute materials at the most frequent points of contact with customers. This situation also opened up

the opportunity to create information channel cards in Spanish for customers, which proved to be the item that LEP riders most appreciated.

In the end, just like the implementation of measures to address riders as guided by the Americans with Disabilities Act, when done well, everyone benefits. This is how the work involved in the implementation of an LEP program should be approached. The simpler, more clear, and more concise we can make it, the better for everyone. When the benefits of the program are enjoyed by the general population, it may be an easier sell if people are resistant to change. An LEP program is a bridge for people who are learning English.

# Community Based Organizations (CBOs) Leaders' Group Summary Report

February 2008

TriMet Marketing Research Department

## Executive Summary

### Background & Methodology

TriMet's Limited English Proficient (LEP) Demonstration Program is a federally-funded, four-year program under the Transportation Equity Research Program (TERP). The primary goal of this project is to demonstrate that cultural and language specific personal outreach, in addition to quality written materials, will improve transit access and the overall transit experience for members of the region's LEP communities. Ultimately, the lessons learned in this program will inform efforts to improve the transit experience for all members of the community—English and non-English speakers alike.

TriMet's demonstration program is working with the Spanish-speaking community, the region's largest LEP population. Prior to fully engaging the community members, the agency realized that the correct way to proceed was to start by seeking input from the leaders of the Spanish-speaking community.

To that end, 21 community leaders and representatives from Community Based Organizations (CBOs) serving Spanish-speaking LEP populations participated in a "round table" discussion in February 2008. The agency wished to solicit the leaders' opinions on a variety of topics such as:

- Inter-cultural communication issues
- Quality of TriMet's written materials—translations and production
- Proper distribution channels for customer information materials
- Appropriate medias for different topics and audiences
- Awareness and use of TriMet trip tools

The discussion leader was TriMet's Limited English Proficient (LEP) Outreach coordinator and the group was conducted entirely in Spanish. Two TriMet

research staff members attended the meetings accompanied by an interpreter from the Immigrant and Refugee Community Organization (IRCO)<sup>2</sup> of Portland, Oregon. With the aid of the interpreter, TriMet staff took notes of the proceedings. In addition, the discussion was tape recorded for later transcription (attached).

The discussion was structured as follows:

- Introduction and ground rules
- Respondent introductions
- Discussion topics
  - Importance of TriMet travel information to clientele
  - Written travel training materials review and comment
  - Telephone services: 238-RIDE and Transit Tracker by Phone
  - TriMet website: Spanish pages and Trip Planner
  - Written travel training materials review and comment
  - Means of accessing TriMet travel training information
  - Suggestions to help meet travel information of constituents
- Open discussion
- Closing and Thank You

## Highlights

### Cultural Awareness

A good deal of time was spent talking about common communication problems between Spanish-speaking LEP community members and TriMet staff. The participants were concerned about a perceived lack of cultural awareness training for front line TriMet personnel such as bus and rail operators, fare inspectors, supervisors, and telephone personnel. Suggestions for improvement focused on training opportunities including:

- Teach Spanish language skills—at the very least “survival” Spanish
- Cultural awareness and sensitivity for the communication rules and customs that need to be followed such as:
  - How to communicate with people of different ages, especially teenagers and young men
  - “Eye contact” customs of people from other cultures
  - Learn words and phrases are appropriate to use with LEP customers

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<sup>2</sup> For further information: [www.irco.org](http://www.irco.org)

- Learn how to approach people correctly and show respect

Learn some of the public transit practices in different countries and understand how foreign riders might demonstrate those practices. For example, in other countries, train fares are often paid directly to a conductor onboard the trains. This has been an ongoing source of confusion and tickets for LEP customers on the TriMet system.

## English-to-Spanish Translations

Materials are not always well done and much attention needs to be paid to that. The agency needs to ensure that translations and materials are done correctly, which includes:

- Using culturally-appropriate words and phrases
- Using culturally-appropriate media for different messages and audiences (comic books, radio soap operas, billboards, etc.).
  - As one respondent put it, images are “important, so we need to transmit the information through images, only in this way can we be effective and find that material.”
- Using language that is appropriate to the level of education of the reader or listener

## Written Materials and Distribution Channels

Group participants had several suggestions for improving the look and accessibility TriMet’s bi-lingual/ and multi-lingual printed materials.

- Materials
  - Put materials in different colors so that people know which language to look for, such as Yellow for Spanish, Blue for English, etc.
  - The font and size are important, too—make it a larger font and easy to read.
  - Need good graphics that are easy to understand.
  - People still remember the “Raindrops” and “Beaver” graphics and liked those as way finding cues.
- Materials need to be distributed where people are likely to be such as:
  - Worksites
  - Restaurants
  - Libraries
  - Recreational/community events
  - Community assistance centers
  - Church
  - On board TriMet vehicles

- Places where people shop (flea markets, small grocery stores, etc.)
- Give things out at school for children to bring home
- For non-readers and those with limited reading skills, information must be conveyed in other ways such as:
  - Radio spots presented as “Soap Operas” with characters people identify with
  - Outreach by Spanish-speakers at events where people go such as work sites, recreational events, church, schools, community centers, onboard TriMet vehicles, etc.

### 238-RIDE

CBOs were aware of and use the service and offered the following insight:

- Put the Spanish prompt in second or third position so Spanish-speakers realize the service is available. This is what they are used to when they use other telephone services.
- If people do not think the Spanish option is available, they hang up.

### Internet: [trimet.org](http://trimet.org)

CBOs were aware of and use the website but had the following input:

- The Internet is not a particularly useful tool for many LEP customers for a number of reasons including:
  - They do not read English, and some do not read Spanish either.
  - They do not have access to or experience with computers.
- However, this is a good tool for the younger people with access to computers and by phone and they can teach their parents how to use it.
- Make sure that the headings and buttons are translated too.

### Trip Planner

CBOs were aware of and use the service and offered the following comments:

- They encourage their clientele to use it.
- Try setting up a “My TriMet Space” like “My Space” where people can keep their information and easily access it – this is especially useful for the younger people.

### Other Mentions

- While LEP customers have difficulty calling to register complaints, reporting emergencies or dangerous situations is particularly difficult. TriMet needs to find a way to address this problem.

- Cost of transit: Some LEP customers do not always have enough money to buy a pass so they buy one ticket at a time, which ends up costing them more. Publicize fare instruments that will help them save on their transit cost.
- Provide “How To Ride” DVDs and have training sessions for CBO clientele. Some participants were also interested in becoming travel trainers for their constituents.
- Have a group of community people serve as a “test group” for materials and communications before they are finalized and distributed to the community.

# Discussion Guide

TriMet Limited English Proficiency (LEP) Project

Spanish Speakers

Community-Based Organization (CBO) Leaders

February 26, 2007

## Introduction

Good afternoon, everyone. On behalf of TriMet, thank you very much for coming today. I will be leading the discussion this afternoon. As you know, I joined TriMet in October of 2007 as the Limited English Proficient (LEP) Outreach Coordinator. This new position at TriMet was created to help the agency reach Spanish-speaking community members who speak and understand little or no English. The agency knows that the success of our program depends on reaching the Spanish-speaking LEP community and finding out what we can do to help them ride TriMet.

We are beginning our community outreach with you, the leaders of the community-based organizations (CBOs) that directly serve the region's Spanish-speaking LEP populations.

I've asked you here because we value your input and believe that you have real insight into the needs and wants of the populations you serve. We will be spending our time today talking about TriMet travel information—if you use it, how you get it to those who need it, etc. Part of our time will be spent reviewing our existing materials and deciding what works best and what could use improvement. We also want to spend time talking about ways TriMet can help meet the travel needs of your constituents.

This will be a fairly busy time, but I think we can get everything done and still have time for questions. Before we get started, I have a few details to cover.

First: We will be recording today's activities and having it translated into English for the people at TriMet. I also use these recordings when it's time to write a report. When there's so much going on, it's too hard for me to take notes.

Second: Behind the glass, we have some staff members from TriMet here to make sure I have all the materials I need to do my work.

Third: Our discussion will be informal, but we do have a few guidelines we need to keep in mind.

- So that I can hear everything you have to say, please speak up and let's just have one conversation at a time.
- There are no "right" answers and no "wrong" answers.
- We are all here to share our own opinions; we do not all have to agree.

Please remember that everything you say will be kept private so feel free to be very honest.

*To warm up respondent introductions:*

Let's get started. Please tell me:

- Your name
- Your organization
- The population you serve
- Your TriMet ridership

Thank you everyone. Are there any questions before we get started?

1. The first topic I would like to talk about is: How important is TriMet travel information to your clientele, in general?
  - What type of existing information, in your opinion, is most useful to your clientele? Why?
  - Are there any types of information you feel are not useful? Why?
2. Let's review a few of the ways TriMet currently distributes travel training information to the public.
  - First, we have a multilingual How To Ride brochure. (HAND OUT COPIES OF THE BROCHURE) Again, with a show of hands, how many of you have seen this brochure? Please take a moment to look at it. (WAIT)
  - Now, in its present form, is this a useful piece of information for your LEP clients? WHY or WHY NOT?
  - Other printed (?)
  - Other printed (?)
  - TriMet also offers travel-planning assistance by telephone.
    - With a show of hands, how many of you have heard of TriMet's customer service number – 238-RIDE?
    - How many of you know that customer service representatives will help you plan a transit trip at 238-RIDE?

- How many of you know that you can request travel assistance in SPANISH at 238-RIDE?
- Have you used the interpreter services on 238-RIDE?
- Did you get what you were looking for?
- Overall, how valuable do you feel the 238-RIDE service is to your clients?
- How many of you have heard of Transit Tracker by Phone?

(IF NEEDED: That's the service where you can enter a bus or MAX line or enter a Stop ID number to get real-time arrival information. TransitTracker™ monitors the actual location of your bus or train, so you know exactly when your ride is coming. )

- Has anyone used it?
- What for?
- Did you get what you needed?

(DEMO) Do you think your constituents would use this tool? Why or why not?

- Next, how many of you are aware of TriMet's website trimet.org?
  - Has anyone used it?
  - What for?
  - Did you get what you needed?

(DEMO: what's on the front page, which represents key trip tool info)

- For those of you that might not have seen it, I'd like to show you TriMet's Spanish language Trip Planner. (PULL UP THE TRIP PLANNER)
  - How many of you have seen this?
  - Has anyone used it?
  - What for?
  - Did you get what you needed?

(DEMO: give a short trip/tour through the trip planner)

- What's good about this trip planner?
- What needs help?
- Do you think your constituents would use this tool? Why or why not?

OK, we're almost done. I have a couple more questions.

3. With a show of hands, how many of you currently access TriMet travel information?
  - (FOR THOSE RECEIVING INFO)
    - What do you receive

- How do you get that information to those who need it?
  - (FOR NOT RECEIVING INFO)
    - Would you like to get travel-training materials?
  - 4. For my last question, what do you think TriMet can do to help meet the travel information needs of your constituents?
  - 5. OK – That’s all my questions. Do you have any questions of me?
- I think we are done. Thank you very much for coming today.

# Transcripts (translated from Spanish)

## Attendees

Moderator: <Martin Gonzalez>:

Respondent 1: <Woman 1>:

Respondent 2: <Woman 2>:

Respondent 3: <Woman 3>:

Respondent 4: <Man 1>:

Respondent 5: <Woman 5>:

Respondent 6: <Woman 6>:

Respondent 7: <Man 7>:

Respondent 8: < Man 8 >:

Respondent 9: < Woman 9 >:

Respondent 10: < Woman 10 >:

Respondent 11: <Woman 11>:

Respondent 12: <Woman 12>:

Respondent 13: <Man 13>:

Respondent 14: <Woman 14>:

Respondent 15: <Woman 15>:

Respondent 16: <Man 16>:

Respondent 17: <Woman 17>:

Respondent 18: <Woman 18>:

Respondent 19: <Man 19>:

Respondent 20: <Man 20>:

Respondent 21: <Man 21>

## Introduction and Ground Rules

Mediator : <Martin Gonzalez> : Well, there are a couple of additional people, perhaps they will arrive late. I believe one notified me he would be a bit late. Oh! Another friend may or may not arrive... <the name of the person is not clear>. Perhaps some of you know each other from Hillsboro. Well, I guess we're here. Well, for those who do not know me, I am Martin Gonzales. First of all, I'd like to express my gratitude for your attendance and for remembering this meeting. This is in part about why I began to work with TriMet, about three months ago for a program called Limited English Proficiency. It is a program, which is focused on people who use the English language very little or hardly at all. Let's not just say the Spanish-language-speaking people, but also other communities like those from China, Korea, and Vietnam.

I invited all of you, and you will see, there is diversity among you here. Because I believe it is most important. No? To consult the people who are working directly with the community more or less because with the experience you've had, you know what type of method and what type of material and what type of outreach will function best in the community. I want to consult you in that subject so you can help me in this process and secure the success of this program. The other thing we are going to do with the time we have here today is review the materials at hand to get an understanding of which materials you think work for the people, so they can best use public transportation or travel better using TriMet services. Perhaps in the end to take a little more advantage of this opportunity to find what else can be done to be more effective in this work.

So, before we start with everything, let's say what I would like from you is that you give me your opinions about, what I would like your opinions about. We chose this place because this company provides certain services to TriMet. One of these is to record the session so later we can review and make sure that, not necessarily our future opinions, but that what is said here is what is written. So everything will be recorded. Also, so that I can focus and help you in the discussion instead of writing down everything you say.

Also, I would like to advise you that two people you've already met from TriMet are here. There are others that are hidden back there. No? <Laughter> If you do not believe me, there's a room here where these people are. In a way they're not part of the discussion because we're going to speak Spanish, but they are part of the group. They are colleges that are going to point out some ideas that they have. This group of people is not here in this room to avoid distracting us with their discussions. Let's leave it at that. <indistinguishable words>

I'm going to ask that you speak clearly when you speak, and that you speak one at a time because my hearing cannot distinguish you well.

Another thing is that in this discussion there are no right or wrong responses. All responses are valid and are from the experience and perspective of each one of us. This is not to try and have a debate; if you think one thing is better than the other. This is about collecting all the diverse ideas possible, learn all we can, and have an impact. So here we are <indistinguishable words> I think that these are, more or less, some of the types of rules that we have. I do not know if you think we should have some other types of rules so that we can continue.

**Respondent 16: <Woman 17>**: It would be good to introduce ourselves first.

**Moderator: <Martin Gonzalez>**: Alright, that's what we are going to do. I've already introduced myself. It would be a good idea, when you introduce yourself, to say your name, your occupation, and the company you're from. Also, the

population you work with, and if you use TriMet. Always to the left so we do not get lost.

#### *Respondent Introductions*

**Respondent 1: <Woman 1>**: I work with *Portland Parks and Recreation* here in <indistinguishable words> from Portland I work with the parks as the Latin community service coordinator. In other words I specifically work with the Latin community to educate them in the existing recreation programs so they can best utilize the specific courses provided.

**Respondent 2: <Woman 2>**: <indistinguishable words> El Programa Hispano/ Catholic Charities and in that program we teach the Latin community different methods and aspects of personal safety, family safety, particularly the subject of transportation and transit, other safety related things, and safety preparation for emergency situations. The majority of my grandchildren are from the Latin community, the majority of which are also from low-income families.

**Respondent 3: <Woman 3>**: I'm from Multnomah County. I manage the program called <indistinguishable words>. We work with the whole county and we are in eleven schools and I have right here, my bus pass. <Laughter and indistinguishable words> and I know we use it a lot and we work with a very diverse population of elementary and middle schools.

**Respondent 2: <Woman 2>**: I'd like to add quickly another year to the seventeen years I have been living in Portland. Although at this time I have to travel with the Hispanic program, organize classes in Washington in Gresham. So I have to travel, and stopped using TriMet. But I have used TriMet all the time for 16 years, every day, for my education and work.

**Respondent 4: <Man 4>**: I also work with <name>. I am the case manager at the Ortiz Center. The populations we work with are low income, and most are Hispanic; although, we have other parts of the population which we work with. I arrived here two months ago and I've used TriMet for two months,<laughter> I will tell you about it later <laughter>.

**Respondent 5: <Woman 5>**: I work with <name> at the Ortiz Center and I know what <indistinguishable words> and I hardly use the TriMet system.

**Respondent 6: <Woman 6>**: I am also from the program *Caridad Catolicas*. I am the manager of the program, *Project Unica*, that works with domestic violence and sexual assault. And the issue of transportation is one of the obstacles to surviving and exiting violent situations. Yes <indistinguishable words> subject that needs to be explored. It has been almost two years that I only use TriMet. I am going to sell my car next month. <laughter>

**Respondent 7: <Man 7>**: I am here representing two organizations. One is Santos Football Club, an organization in which <indistinguishable words> for young Latinos, and El Latino Network. I am only going to speak in the capacity of the football club, because we have The Latino Network here. So we won't duplicate the same information. We have an organization in Washington County that has three hundred to four hundred children every year. They utilize TriMet and the MAX to go to and from home, to go to practices, and also to attend events at PGE Park, the youth with their parents, and the whole family.

**Moderator: <Martin Gonzalez>**: And only for those who have just entered. We are now at the introductions. Please state your name, the organization in which you participate, the population with which you work with and whether or not you use TriMet.

**Respondent 7: <Man 7>**: I utilize it very little.

**Respondent 8: <Man 8>**: Well, good afternoon, I am with the agency from Victory Outreach Community Service in collaboration with TriMet and the <indistinguishable words.> The question you are asking, Martin, is a bit difficult, because working in collaboration with TriMet it the question is more mathematical, well, every day.<laughter>. We'll also talk about that later. No? But at the agency in which I work, we also especially work with Latinos, especially with the youth who have been involved with problems such as gangs or drugs, educating them, providing services, and lot and lots of intervention from all ends.

**Respondent 9: <Woman 9>**: Hello, I work on for Victory Outreach Community Service.

**Respondent 10: <Woman 10>**: Hello, I work as a volunteer for the Health promotion program of the church of <indistinguishable words> and Programa Hispano. I am also a volunteer in the school on the outreach committee, which tries to involve the parents more in the community. The few times have I used the bus service, it has been because my car has been broken down, or because it is being highly promoted that the children walk to school or ride their bikes to school. So I've tried a few times to do that.

**Respondent 11: <Woman 11>**: I work in the Multnomah County Health Department. What we are doing is a children's obesity prevention program. We work in the schools <indistinguishable words> I do not use buses often, only when I do not have a car. And I work for the Latin community for the most part.

**Respondent 12: <Woman 12>**: Hello I work in American Friend's Community Service in Portland. We work, I have worked, the same as you <indistinguishable words > mainly Latin but also we have many Asian youth from different

communities. I do use TriMet a lot, especially this month because I'm left without a car <indistinguishable words due to laughter> but sometimes it works.

**Moderator: <Martin Gonzalez>** Remember this is not <indistinguishable word in humorous sense, laughter>

**Respondent 13: <Man 13>**: Hello. El Programa Hispano/Catholic Charities I am the administrator of the Sun program in the East Gresham School. My position is connected to various areas. I am <indistinguishable words> of the Programa Hispano. I work with <indistinguishable words > of Multnomah county that's connected with the school district of <indistinguishable words >. The populations of the school with which I work consist of students between first and fifth grade, and their families. The population of the school where I work is approximately 50% Latino. I do not use TriMet very much, but I know that the clients and the volunteers with whom I work with do use it a lot.

**Respondent 14: <Woman 14>**: I work for Multnomah County Library. I work doing outreach services throughout the community, the entire county, and everywhere. Using TriMet more is one of my goals. <laughter> I would like to make it better because, as you know, it is very important, and it's good for the health and for the wallet. No? So I use it now and then. But it's not something that I have to use constantly. It's sometime yes sometimes no.

**Respondent 15: <Woman 15>**: I work with the Latin community in Latino Network. We are an organization that inspires the power of the community through education and positive work. <indistinguishable words>

**Respondent 16: <Man 16>**: Good afternoon everyone. I am pleased to be here. I know some of you, others I do not, but I'm please to meet you. I identify myself as a student. Let me explain. Here I go. I work with the youth at PSU Mecha. It's a hobby, a voluntary one, which I appreciate very much. I believe my capabilities are in working with the youth. That's what I love. I do outreach and intervention with youth that are involved with gangs and other such issues. These are the groups I like to work with. I am also educational assistant, which is also a nice job. I use TriMet various times per week because to park here close...well you already know <laughter>the situation.

**Respondent 17: <Woman 17>**: Good afternoon everyone I work in the Mexican Consulate. I coordinate the institution of "Mexicanos En El Exterior" and well; we basically serve all of the population of the Mexican community that is here. Though we should say many of our services are not limited to, or only for Mexicans. So you'll basically know what is being done by Limit, it's in charge of all the programs and all educational projects of the consulate, health initiatives and all community issues. It's like the outreach of the consulate.

**Respondent 18: <Woman 18>**: Sorry I'm late. I'm the coordinator of the program Bien Estar Familiar with Centro Cultural Cornelius. I work directly with three high schools: Forest Grove, Hillsboro, and Beaverton. I also work the program <indistinguishable words> in the Forest Grove school district and am the social work coordinator en the Cultural center of Cornelius. I work directly with almost 200 Hispanic families that have children in high school, and also with all the community that arrives at the cultural center to ask for some resource or urgent need. I belong also to the coalition of public security for all those that do not have licenses and those who are involved with this theme, in the community. I use TriMet when I have no hurry to show people that have no transportation <indistinguishable words> consulate, or to ask for food, how to take the bus, or what to do. Normally I accompany them, as it is personally impossible for me to take TriMet because I drive all day. But it is within my activities to teach them how to get around on their own so they do not depend on other people when they do not have a car. It's more difficult to do this with the people who are from the country due to their language because many of them often do not speak Spanish. I have to learn a lot because in reality I do not have much knowledge in that area. I like it somewhat because of the high school youth. They look like <indistinguishable words> and that is what I do. I am at your service and my English is very poor.

*<Group laughter and indistinguishable words>*

**Respondent 17: <Woman 17>**: Oh I missed one part, the part about TriMet. I've been in Oregon for one year, the first five months I had to use TriMet ... but not afterwards.

**Moderator: <Martin Gonzalez>**: <points to someone> And this is who brought in a car.

*<Laughter>*

**Respondent 19: <Man 19>**: <indistinguishable words> I am not working with any credentials or any service, I do nothing <laughter> but I do work in social services for myself mainly. 95% of the people who visit my office are Mexican and the other 5% are from South America. Now and then I'll have some <indistinguishable words> and I do not know anything about TriMet. I do not even know which bus line passes by my house. I can't walk because I'm on the road all day so then it's quite impossible.

**Moderator: <Martin Gonzalez>**: After we speak to Man 19 then and then <name> because there is a gentleman back there.

**Respondent 19: <Man 19>**: Because I do not have a car and I do not use TriMet, I always have friends give me rides <laughter>

**Mediator <Martin Gonzalez>:** So introduce yourself please.

**Respondent 20: <Man 20>:** <name>

**Moderator: <Martin Gonzalez>:** Nice to meet you, if you want to you can come closer?

**Respondent 19: <Man 19>:** He's my chauffeur.

### **Discussion**

**Moderator: <Martin Gonzalez>:** Well before we begin this part, as you may already know, there is a large variety of people and programs that not necessarily, well <indistinguishable words> in part would show their face to see afterwards how they can connect. Because like someone is saying, in the library, one of the goals is the issue of TriMet. But also to connect the different <indistinguishable words> that work at home and to see how we can coordinate that type of information we already have <indistinguishable words> and how can it be beneficial to collaborate in that sense. I would like to ask you, we already know that <Man 19> has a chauffeur, so to him TriMet is not very important, but I would like to know how important you think this information is? Let's say about public transportation, or how to travel on it, for the communities for which you work.

**Respondent 18: <Woman 18>:** I can tell you an anecdote. When I first arrived in 2006 from vacations to visit my family, <indistinguishing words> I wound up without a car and switched apartments. I had no notion of how to leave my house or get around. I wanted to know the bus line schedule of the bus that passed by my house. Well, obviously, there is a page on the Internet where we can check the bus schedule, number and the destination, and everything. As I was ignorant regarding the bus system, I called my friend to show her this. That's where I learned, more or less, that it wasn't that difficult to learn the schedule, but when I tried to use the pamphlet, inside the majority of it was in English. I do not know if sometimes there are some in Spanish, maybe at that time there still weren't any. But yes, one needs a way to get some information in Spanish; maybe for instance in the case of an emergency.

**Moderator: <Martin Gonzalez>:** Well, let's return this. You'll continue with that theme later. <Respondent 21 arrives late> Can you just introduce yourself for now please?

**Respondent: 21 <Man 21>:** Director of Hispanic ministry in the parish of San Angel <indistinguishable words> en <indistinguishable words>

**Moderator: <Martin Gonzalez>:** Come closer if you like please, we'll make room. So we are just entering into what type of knowledge. The question is

what type of information would be useful for the community with which we work. <Woman 18> is mentioning the Web page and perhaps information, more information in Spanish. What you do all think?

**Respondent 2: <Woman 2>:** I think that the information that's at the businesses is what's important. Sometimes if a person lives in Gresham, that information gives people in Gresham access. If no information were available I would sometimes find it when I had to go to the main office here in, what's it called? Washington Square. The problem with the matter of the Internet, for example, with our clients, is they have no access to a computer; they have no access to the Internet. And I have tried to use the TriMet page, personally, and it is not very... or rather it is easy, but sometimes if you one doesn't know specifically the word. I do not know the area. It helps me that I can speak English and use the Internet in English as well. But I was trying to practice the Spanish part and it is not very easy to use. It's not easy to navigate. Sometimes it has information in Spanish but the windows are still in English, so then there is no information. The part in reference to the phone, I have tried to use the TriMet line in Spanish. To tell you the truth, I tried to do it today. I would have to first, well our message does not show up at first. Our message is bilingual. Wait for the Spanish message, it shows up later. You simply have to listen to one part in English first. I have told my clients they need to go to my classes that sometimes practice speaking on the telephone. But since they hear everything in English, well then they say no, nothing is in Spanish. So they do not know. And casually this morning before coming to try and do this, I called and then it said, "Say Spanish when the operator answers to get someone on the phone" who speaks Spanish. So I say "Spanish" and I get "You sound like you speak English well." And then I thought about it, and it didn't seem very courteous. And then I said I'm assisting a person using the web page. Sometimes I do not like the telephone and then when I reach the translator she was speaking, but I felt as though she was bothered because it was frustrating explaining the whole process to me. So then I didn't feel very, how do you say? <indistinguishable words> How much is TriMet helping the community if the answer sometimes is against the person or if bilingual people are not welcome? So it's difficult by phone. In writing, if it is not accessible in different places that the people have access to, it's difficult. The Internet is as well, for many of the majority of our clients who do not' know how to read and write Spanish, because many of our clients speak other languages, but more than anything, they do not have access to a computer.

**Respondent 17: <Woman 17>:** Alright, well look, Martin, I already know that this meeting is very important and I appreciate that you have take the initiative of organizing it. I believe we all know perfectly well what has taken place. Somehow this new law has been approved which is going to leave many people without a driving option. I believe that we, as a community, and people who are advocating for Latinos, and in my case, the Mexicans also, need to in

some way to provide transportation options no? Transportation options for the people needing transportation, that under other circumstances, if we do not give them more options, they will get into a vehicle without a license, without insurance, and drive into the street. Before this occurs they must be given options. In my experience, for the most part, on how to give information to the communities, you have to, in effect, put it at their hands reach. Sometimes this means a challenge because the community is very far, its dispersed, hidden, they are somehow not hidden, but how would you say? In other words, if you go towards the places, for example, where <Woman 18> works, to the country people, give them an explanation in Spanish. Nothing has been more frustrating for me in going to the countryside last year and with my pamphlets and my guides “Paisano En Espanol” and this is the one called “Triqui, Wisteco, & Maya.” How is it done? Well, there are many challenges to reaching that community. In my personal experience, what I see that has worked for me is, surprisingly, the television more than the Internet. The community has no access to the Internet. It is definitely difficult. Someone does assist them. I believe there is paper ad the can be seen in the libraries. It would be adequate in this sense, but definitely to reach out to the community, I have seen definitely the church, the television, and the radio, all effective. Those are three means to send the message. One step is a public service announcement. Very shortly you can reach out and give a message regarding which options the community has, as far as your TriMet vision. This is what I think.

**Moderator: <Martin Gonzalez>:** <indistinguishable words>  
<indistinguishable words>

**Respondent 15: <Woman 15>:** Following the subject that <Woman 2> and <Woman 17> brought up, I think that TriMet has a lot of materials, but none are available to people who have a limited education, and particularly, the ability to read materials so complicated. So in reality they do not use it, and if they use it, they are trying to guess. We’ve had a conversation with one of the staff from Laprime. One time we visited and many ideas surfaced about other about educational opportunities. We use comics to educate. They are very accessible. I’m going to pass them around so you can see them because the image attracts and it tells a story. Sometimes we find out that these people have just arrived and their greatest fear is boarding the bus and not knowing where to deposit the money. Once they’ve had a few experiences, they learn how to use it. At least from home to work and from work to home. Later they extend to other areas little by little. But they have to—rather, we have to, use other mediums. A short soap opera about someone who boards a bus and has trouble, but it turns out well. It would be more useful then pulling out volumes of translated materials that no one is going to read.

**Respondent 1: <Woman 1>**: Well, returning to the question, how important is public transportation? We, Parks and Recreation, identified the five most important challenges for the Latin community when coming to use the Parks and Receptions programs and one of the first two is transportation. Not because transportation does not exist, but rather because they do not know how to access it. Also, because sometimes they do not have the money to pay <indistinguishable words> TriMet. Unfortunately, we work with a community that sometimes, especially in regards to youth, and in my case since we work in prevention and programs for the youth, we first have to convince them to pay the thirty dollars a month for the pass, and then to use public transportation. But the Latin community loves green places, the parks and all of that, and I know this is a great opportunity for the Latin community especially with the parks and recreation program, if public transportation is made more accessible. Continuing with what <Woman 18> said, I have had a much success with the radio, but also, <Woman 17>, pardon me, <laughter> so that one <indistinguishable words> could pass information about our program through the public schools. And generally in all the elementary schools, everything we pass out reaches the parents. And those that are in middle and high school the parents are unaware, but in elementary school it works very well.

**Respondent 6: <Woman 6>**: If first we identify places, first is the matter of information, even if we understand there are some limits, that there are people that we are not going to reach with the materials, that have to be read because of illiteracy. In other words, in aside to having a large population that can't read, there is a large population we can reach in this way and because really like I told you, I've used the bus for two years, every day, and I haven't seen one of these in Spanish, until today. I didn't see them on the bus; I saw them on the MAX. I could count them on one hand, in other words, there are not enough for the users that are accustomed to using TriMet pamphlets. They are not accessible. I have never seen them. I do not know where they are, nor if they're in Spanish, and if they do exist where are putting them? Where are they in the community if they are not in the Cultural Center, the Ortiz Center, or in other places, that the community goes precisely to look for information? And also in the Latin community, we're having second and third generations and they're youth who do use the Internet. But despite that the information that they provide on the Internet page that equally use, every day, My Transit Tracker. <indistinguishable words> I think that it would be good for the youth to have something like "My Space" but "My TriMet" where I have the ID numbers of the stops that I use. <indistinguishable words> of all the stops that I usually use. That is something that I would want if I used a <indistinguishable word> I open my TriMet page and hey! Here it is, My Transit Tracker <indistinguishable words> this could be something very easy to use for the youth that sometimes travel with their parents. It could also be a fountain for immigrant parents to learn many things

from their children so they can live or survive in this country. So these are two things that occurred to me.

**Moderator: <Martin Gonzalez>:** <Man 8> and then maybe <Man 21> over there because I think that I'm not going to get to the material that wanted to get to, because of too many questions. I'm going to ask you save some of your questions and perhaps express yourselves in the specific materials that are at hand. So let's go to the most specific parts because there are specific materials to discuss. So I would like to review your opinions in respects to those because this way you can help TriMet on the internal level. In other words, what it is you see on the inside and how your suggestions that your making can be incorporated.

**Respondent 8: <Man 8>:** Look, Martin, the point I want to touch on, frankly, is that which the lady just said. What happened on the telephone is an experience that I believe happens to all of us. By my own experience, I have come to know it, feel it, and I've also seen there is mistreatment in the community, especially with the youth. Some things clearly fit into our culture and others do not fit. I do not know if it is pride or I do not know, but there are certain things that...

**Moderator: <Martin Gonzalez>:** I forgot to tell you to turn off your phones.

**Respondent 8: <Man 8>:** That are normal things right? We say people understand one another by speaking, but the form in which we are speaking to a person has a lot to be seen. I think that it's very important the member of the staff who is speaking with people in the community has the qualities like, first of all the language, and second the proper way to treat people, because clearly we are seeing it and we are going to see more. People are going to be mobilizing by means of the MAX, but when a person comes, and in your way of seeing things, they are asking you something, or asking you for something, and you do not speak the language in ones culture one can see things very differently. This is how things are, right? This can end in security issues. The youth, of course, go through many experiences where sometimes they are pressured in school because they have problems there. They (TriMet) do not have the appropriate people, the youth board the MAX and they use an authority or a voice that doesn't sit well, and it doesn't control nor calm the situation. I think it is very, very, very important that the people have common sense, right? These things that for some are normal but many people, disgracefully, do not have a manner of speaking, or talking, or way to say something to a person. So I think that this is very, very, very important, especially with the Latin Community that can't drive, that doesn't a license and now are going to be on the MAX. And what's going to happen? How are they going to defend themselves? What are they going to do? If they call a person to come help defend them only because they want to defend themselves? What's going to happen after that?

**Respondent: 21 <Man 21>**: I was referring to the availability and the materials, no? Which is informative for the community. I believe that I am in agreement with many of the opinions <indistinguishable words> Internet. Our youth know how to use it, and there are youth, younger still, that are using it. Also the adults, on seeing

What is important is that we notice first the content of materials, which is direct translation from English to Spanish; sometimes cultural expressions or sometimes the language is not translatable. It should be accessible material that speaks the language of the nationality to which it's directed, that is comprehensive and can be assimilated by the nationality to which it's directed. I say that for this part we need, for instance, a commission that, if it's not going to construct something, at least would inspect the materials available and check to see how good they are for distribution. This is one point. Second, that there are sufficient materials available. For instance we are not going to make two or three pamphlets or <indistinguishable words> There needs to be a sufficient amount for distribution in the places where our people are found. We are speaking, and you've already said schools, public libraries, churches, restaurants, places where people go to shop, the market, places in reality, where the city or community is. I think these would be other points of distribution. So then, it is necessary to launch a campaign through the radio, and television in which the city/community is informed that there will be materials available so they are willing and ready to be informed with the materials. <Indistinguishable words> the informational campaign through mediums of mass communication. Launching the media campaign will initiate distribution, but we can't stop there. I'll tell you why. With immigration, licenses and all, we have worked in our parish distributing to the community the problem is that the community gets a material and decides, for lack of interest, they are not going to read it. You need to take them by the hand and guide them in the process. For this we need to go to a different phase and that is what we are doing. We are having training sessions, right? We have a team with which we are working, on the situation of immigration, and how to respond to the immigration rides. For example, we have a theater special where we express what to do and what not to do. People gather and that's where we give them the information that they already have, but presenting it visually in a way that is more able to be assimilated into the community, no? This is a more effective idea; we do not need to have more materials available, we need information in an effective form that they can bring to the community. That is what we should be working on, right? Materials, I imagine TriMet has enough money to make lots of material, yes or no? The issue would be <laughter> how we are transmitting the information to the community and in what way they are going to assimilate the information more or less.

**Moderator: <Martin Gonzalez>**: So if you allow me, I would like to pass out the material and you're going to tell me, raising your hand, if you have seen it

before and then answer the question: In its actual form, is the material useful or not, and why or why not? <laughter and paper sounds indistinguishable words>

*(Hands out multilingual "How To Ride" brochure)*

**Moderator: <Martin Gonzalez>:** How many have seen this before? Raise your hands, those who have seen this before. So there are about four people who have seen this before, just so we know. Where have you seen it? <sounds, noises and indistinguishable words,> and it's because I have shown it before to two or three people. So <Man 19> said that...

**Respondent 19: <Man 19>:** It doesn't work.

**Moderator: <Martin Gonzalez>:** <indistinguishable words>

**Respondent 1: <Woman 1)>:** Martin, we have something like this to take for recreations and it does not work <laughter.>

*<Laughter, noise and indistinguishable words>*

**Moderator: <Martin Gonzalez>:** Now tell me: Why doesn't it work?

**Respondent 19: <Man 19>:** To me it has always been important, to know who I'm addressing and who I want to reach. Although we use the word Latino very loosely, I have a problem with it. I have a problem because who I want to reach are the <indistinguishable words> are people from Central America and Mexico. <indistinguishable words> I'm not interested much in reaching the people from the south and Costa Rica. I have no interest because they <the communities> do not need weapons <or guns>. That is reality, if the situation was different, maybe it could be. The people that I'm interested in reaching are the people I want to work with; these are the people that interest me. If I pass this instrument to <indistinguishable words>, to any of my friends that arrive at my office, they will not have the slightest idea what to do with it. The page is big, but the writing is very small; it doesn't tell me anything and I can't understand why. Being that I live in Hillsboro, right? I'm not interested at all in knowing what time the bus passes by the Safeway at 132nd. But maybe I might be interested in something more clear, where I can board the 57, where it will take me, and what time it comes. I do not want to waste time with people because it's difficult for them. And as for my clients, the Internet, even if it was free, they wouldn't know how to use it, and the truth is, it's not in our language. My point is, what she said is exactly true, how we can reach out. I bet an animated cartoon is essential because it is how we understand things. Including in Cuernavaca, where there was a period of time that the news was given as a picture show, using the townspeople. It explained the problem in photos so that the people who couldn't read could understand what was happening. Do you know what I mean? And what's more,

the townspeople themselves were the actors and that attracted people to read and take interest. But if we were given this instrument, so what? Well, the paper is good, the printing is good and all, but it remains that it doesn't say anything <indistinguishable words> Do you understand me? Ok.

**Moderator: <Martin Gonzalez>** What <Man 19> did not make clear is that he is from Chile, South America and so <indistinguishable words> the freedom of the southern people.

**Respondent 14: <Woman 14>** Well, I think more or less, this is <would be> complicated for me if I only speak Spanish. When I see this, I put this <indistinguishable words> because I'm only seeing the front part, which says TriMet. <indistinguishable words> In other words, all of this, if I take a quick glance, it's also in Spanish<respondent means to say English> underneath. It's a little complicated in English, sorry. All of this is in English and then in smaller letters, I have to look to see if there is something in Spanish, but my subconscious tells me if everything is in English I'm not going to find what I need. That's the first thing. And the same thing with all the billboards on the left. And if not <indistinguishable words> I cannot teach. With all the languages on here it is a little bit confusing. Because I see that there is Chinese and I get confused, and I can't find what I'm looking for and it's too much information. I do not believe the staff and the community that I work with, will take the time with all these details to find what they need. Perhaps I'm not against the pamphlets if they were a more concise<version of what we need to know. A larger variety of pamphlets, more concise and then for example, if we wanted it in English, it would be English on one side and Spanish on the other, or Chinese and English on the other. Perhaps always in English, but another language on the other side. Not all five languages is a suggestion.

**Moderator: <Martin Gonzalez>** <Man 4> next <indistinguishable words> <Woman 17> and the gentleman <indistinguishable words>

**Respondent 4: <Man 1>** Following <Woman 14> and, excuse me, <Man 19>, before everything else, more than anything, we do not only want the Hispanic people that interest us. They are many, and what you said previously, we are all hidden, so it would have to be for all Hispanics, because it doesn't count if it's for one group and not for all Hispanics. But following what you two were saying, I believe that it is a visual issue more than anything else. One suggestion is the part about "contact us 000, comunicarse con nosotros" us is very big. Right now it could be smaller. Now there is more space to expand whether it be for the letter or something like that. For the rest of the pamphlet, the same as this part, which is visual, since it's already visual, the product needs less space and this way it soon can be improved. But what <Woman 14> is saying I think is reasonable. Right now the product has too much information. If some information can be omitted or summarized so it won't be so expensive. I do not know if <expersa>

(expensive) is a Spanish word. But you understand me right? <laughter> So I think if you're not going to do it to tongue tie them then I agree with what <Woman 14> said. Do not begin in English, if you do, like could you make the words in the other languages bigger? In conclusion, leave the English part smaller.

**Moderator: <Martin Gonzalez>**: Very well <indistinguishable words> <Man 16>, <Woman 14>, <Man 13> and <indistinguishable words> Who ever want to come up, come up, because there are other materials I want to get to. So...

**Respondent 16: <Man 16>**: I believe that this is good but, if someone has the time and the habit of taking things and reading them, and for me, including myself, I attend a university and I'm not going to take the time to read this, not because like your comrade, this is not because I do not care about anything <indistinguishable words> TriMet, right? So what I, and many young people do, is talk to their friends. They are not going to read this on the Internet, because very quickly I send a text to my friend, and he tells me where I can catch the bus. So I do not think it's a bad thing, but the habit of many young people and my friends is not to read or study. So this is the situation.

**Respondent 17: <Woman 17>**: Well, seeing this material I would say that its well-made, nonetheless, I would say, what would happen if we at the consulate, put a sign that said visas for foreigners? Would the foreigners would walk up and say, no? In other words they would never arrive because, as you understand, visas you have to write English and you have to put it in various languages so that people know that you give out visas, no? The foreigners arriving at the consulate in Mexico that want to go to Mexico have it there. No? So if I read this line that says <<indistinguishable words> If someone from my country uses this they gets discouraged and doesn't even know where to start, but okay, it would be difficult. However, do not underestimate the people or the education of the people. In effect, the youth are already very educated. And, of course read this and it's useful. But also we are talking about the intention to reach the people that need to use transportation, that most likely do not have the tools to be able to accept this material as is. I would say, that to begin, that we do not get rid of any means of communication. All of the materials are always valid and acceptable if they get where they need to go, the community. Another thing that is very important <indistinguishable words> in small one. No? Instead of making a brief introduction to the MAX station, in four tones <laughter> make a small page flyer this size with only one instruction. No? Because I can take in or comprehend a specific thing. Another thing is that it contains the specific information. I imagine if you have certain idea about where people are going, the most frequent routes for example, because people want to go from here to Hillsboro or because they want to go to, I do not know, a big job center, you know exists, where a series of people are working <you could> provide options for those people who already know where they're going. <indistinguishable

words> In other words, where people go create specific routes. Then use more definite graphics, as long as the graphics are good. The current TriMet pamphlets are all in English and they do not say anything about other stuff. It's about using an accessible language that is would be easy for everyone. Regarding the languages, take advantage of the situation, that there are, well I believe there are people with a good position, who can translate in a more accessible way. In addition, let's say in separate languages not everything or all languages in a single brochure. Not only formatting in English and Spanish but separately, because I believe this makes it a little bit easier to recognize when you see it.

**Mediator : <Martin Gonzalez>:** <Man 13>

**Respondent 13: <Man 13>:** Well, my comments, for the most part, for the round table discussion have already been said. But I think it's also important that TriMet listens to us sometimes to see if <indistinguishable words due to laughter> I do agree, with the fact that this is very complicated, meaning you would have to separate the languages. The language needs to be more visible; the symbols need to be translated in various languages, and more photos and symbol because a lot of people do not know how to read. I, for my part, also believe that I do not expect to discard any medium, but it doesn't matter how many pamphlets are made, or how simplified you're going to make them, or how much advertising is done over the television or radio. The most effective way that people will learn to use this system, is when you go with them. When you go physically, take them to the bus or MAX. If you board with them, and show them exactly where you buy the ticket, this is where you board, and here is your stop. I know this is something incredibly big and costly for TriMet, but there are already programs that are localized and do this with their services, like the programs "Ayer" and Programa Hispano" where people are already doing that. It would be for TriMet to combine with those programs and work together to ration more resources to those programs so they focus more on rationing money so where will be people whose job would be just to be there to organize people and taking them on TriMet or MAX. Something else could be <indistinguishable words> do everything, there is a stigma there in Gresham, that it's very dangerous <indistinguishable words> trying to alleviate that stigma somewhat. This stereotype is also causing many of the Latin students or people, especially males, to be focused on because they are putting out publicity, more or less in these areas. Those police are trying to <indistinguishable words> so they have to work on training those people that are based in the MAX stops so they do not try to intimidate anyone.

**Moderator: <Martin Gonzalez>:** <indistinguishable words> and then if we give them the opportunity to <indistinguishable words>

**Respondent 5: <Woman 5>:** Yeah, why not.

**Moderator: <Martin Gonzalez>:** Because if not, you won't have said anything.

**Respondent 5: <Woman 5>:** I only want to say, that in case of an emergency, we are going to give a complaint, we have many families that do not have, or know, who to talk to or with whom to communicate, or where to communicate for an emergency or a complaint. There are many people that have been mistreated, even irritated. Also, they have seen accidents. For example, two weeks ago, a family could not communicate. They had to call me so I could communicate with the bus driver, but she said, "What do I do? What do I do?" Put up a sign in case of an emergency or if they have a complaint. They feel as if they can't say anything, or speak, or that they are always silent or they are afraid <indistinguishable words> something that would help them to <indistinguishable words>

**Moderator: <Martin Gonzalez>:** Well now, we are going to look at a section, I also think that <indistinguishable words>

**Respondent 1: <Woman 1>:** Quickly, we need to remind ourselves, that not only is it a matter of education, but also a part, but also the other part is cultural. In the Parks and Recreation we have some catalogs that are this big, with 150,000 classes and the American people will generally sit down and read <it>for two hours choosing classes for their children blah blah blah <indistinguishable words> and call by telephone and everything, but the Latinos do not. In other words, it's a challenge for us, because the catalog doesn't work for us, so the idea that they had was: why do not you translate it for all Latinos. And me, I was like, "OK!" It's not a waste of time, as long as they are good, to find these other ways that work. Also because even though the community may know how to read, make a phone call, and the youth may know how to go onto the Internet, sometimes large written materials with small letters do not function.

**Moderator: <Martin Gonzalez>:** A reminder that is being given to me from behind the glass to turn off the phones please because it's in the recording, it causes static. Right? This one does <people talking all at the same time.> Yes please. So it was <Woman 2> then <Man 21>. I did promise to try and get you out of here by 2pm, and I still have other things I would like that you comment about. There is going to be another material so most likely, your previous commentary may be incorporated inside the other material. Another thing is that if any parents among you are going to have to leave because you have children to pick up early, we have to keep the agreement with the schools. It's just that <indistinguishable words> just do not think we didn't allow you to speak. <laughter> If you'd all allow me to tell you, the material here is only in English for now. But in a certain way, it's part of the tools, which people can use to travel. I do not know what you think; if you think it's useful, particularly if it were translated? Maybe only a few comments, and no more, so we can continue

with something else because I'm also going to give you another thing. Those who read fast may comment.

(Hands out copy of "Transit Tools")

**Respondent 6: <Woman 6>**: It is more specific, and it would also have the option, there is enough space, to have more graphics. It's more precise information. If you need more information, call here or go there. I think that this tool is much better than the other one.

**Respondent 2: <Woman 2>**: This is not information that is needed at this moment to take a bus... This part is educational so they know which they are, so if this seems important to me, I want to make clear what I know Woman 6 mentioned, about the different types of communities or people, in which we regrettably have one of a specific group of people that sometimes doesn't know how to read or maybe can't read all of these things that are here. So it must be very clear and specific. For example, planning your trip calling by your phone. The first two points are: I do not think it would be something my clients would use because I never have called by phone to see if the bus will arrive on time because it doesn't say the time of, I do not know. I insist on the graphics and in speaking a little about the point <name> made, that it would be nice like the way I learned how to put a bicycle on the TriMet bus because I took it there I observed that there are school buses one can enter and learn <respondent seems to be referring to some type of "Bus school" or "training bus" for using the TriMet system>. The first time that I paid TriMet, I didn't know how much. The first time I arrived here I paid with five dollars and the man, I remember name and everything about the route 45, he told me every day, these immigrants are always wanting to have <unclear words> because I paid with five dollars and I didn't know that I had to have the exact amount of change I was paying. He was not taking me for <indistinguishable words> in other words he was not taking it, and the man said to me, he kept staring at me or that's how I perceived it, and I told him "But what's happened, what's the matter?" in other words, I am paying him and then, he says "no, sit down, no, the immigrants always taking <indistinguishable words> they are <indistinguishable words> they take our system for granted," so then these kind of things that are simple graphics, simple, I think they are <indistinguishable words> for the people we serve.

**Moderator: <Martin Gonzalez>**: Anyone else? Go ahead.

**Respondent 14: <Woman 14>**: In the same way <indistinguishable words> <Woman 18> and <Woman 17> mentioned earlier about the television, and that more or less I agree with because they can be short like <Man 19> said. Something simple, small simple messages, or whatever they understand, during the hours of the soap operas. And a message of <indistinguishable words, people talking all at the same time> Maybe it would cost a lot but it's more effectively

demonstrated, something very simple like you have to pay in exact change, or where to call in case you lose something.

**Moderator: <Martin Gonzalez>:** <unclear words, respondents talking at the same time> One conversation at a time please, because if not, we cannot hear anyone.

**Respondent 14: <Woman 14>:** This would be because I spoken with people in the county who have lost their wallets. For example, there was a lady, who was very worried, because she figured she lost it her wallet “Oh no! I lost it. What am I going to do now?” She didn’t have the means to pay for bus service that day. What I said to her was “How do you know, have you called?” “No because I already left it on the bus.” since she thought she had already lost it. And I said “But let’s see where to call.” Would you believe it? They had her wallet, and they said, “Could you come by and get it?” They found it, as it was, just time. Super, I love this, right on time! But to know how to use those services, and I believe that it is the CS center that they call, right? It would be phenomenal for short messages on video.

**Moderator: <Martin Gonzalez>:** The other thing that I have passed out to you is a map of the system. Also, most likely, it’s good for something. Let’s take three more minutes if we could. There are also other things that I would like to see about. The matter of the telephone, the other matter of the Internet in their house, another is the web page that you have most likely seen, but others haven’t. Also, perhaps I would like to have more opinions about this, even though, we already have some. <Man 21>....

*(Hands out map of the system)*

**Respondent 21: <Man 21>:** I want to continue with the idea that she said. For example, I work for the church, right? We have a very critical situation with child abuse and all of these or similar situations. We are working to prevent all these situations, which is what the church has done to train the people, right? There is a new program, that we want, that we have worked in called Serve and Protect, it’s directed to children, youth, adults, and all the people that are in the ministry or that work directly in the situation. It’s elaborated in a manual where there is all of the information for the three different groups. There are three DVD’s that go directly to each one of the groups and they have training sessions on them with all of this information. And it’s very effective. Everything is in Spanish but it’s also in English and it’s in other languages. I was thinking that, for example, we could affiliate with them. We have, for example, I say Metro, but I’m from Los Angeles. What do you call it here? The MAX? Okay. There is a station over where there is a Script, where the people come. Video clips can be made for safety if you lose a wallet or something, or where to go concerning routes. They can be made and in the same way and they can be used in other stations of this

type, in areas like the cultural center, where you think it's convenient. Why? Because image is vital part of our culture. I think we can all say this, everyone here, at the table. Image is important, so we need to transmit the information through images, only in this way can we be effective and find that material. For instance, if I'm told that TriMet is going to have a workshop, secure a location, find the people, we are going to need a projector, we'll need this and that, perfect. The people are going to arrive and it's going to be better and people are going to leave more informed from a workshop where there is a screen, and they pass the information through a video. Where will we get with a mountain of brochures and things that they're not going to know what to do with? So this is vital and we need to work on this.

**Moderator: <Martin Gonzalez>** Well someone, let's go on this side for <Man 4> and <Woman 6>.

**Respondent 4: <Man 4>** Three things before I forget: the first, I agree with <Man 21> and <Woman 14> in what they have said, repeating what they have said, in the same way quickly, put here on the back, information to find the other languages. If you're going to translate in other languages it would be good to have over here. I love the idea of the map, the only one he gave out. Then make a hole so the street can be seen on this side because this covers them. The last thing I am going to say before I forget is that not all the bus stops have them <TriMet pamphlets>. So a person who really wants to use the phone to see what time the bus comes, in Spanish, in English, or whatever language; if you have a number there, then you should revise all the bus stops. And put the route number on them.

**Respondent 6: <Woman 6>** Continuing in <Man 21>'s idea about the ministry system regarding the domestic violence; some DVD's were made, in which, the different stations with the rules were recorded in English, Spanish, Vietnamese and in Russian. And within the different audiences, we have those DVD's in a way, which informs our clients and makes them feel accepted in the language they can understand. And that, we can also use in the also use in agencies that do not have people who speak their language. So they play the DVD, without having to have someone there who can speak their language. I imagine something similar can be done in different agencies. Perhaps the representative in charge can have DVDs of different sections depending on the needs of the client, and we can show the clients in each of our own agencies.

**Moderator: <Martin Gonzalez>** Anything else <indistinguishable words>

Respondent 17: <Woman 17>: <indistinguishable words> This size format, I completely believe, is more adequate and easier than this format which is very, very extensive in every way. At the same time it seems to me the map is well done. I believe I most likely, because of my experience in Mexico, the graphics

are important. For example, I do not know if you some of you have been to Mexico, to the metro. The stations have little faces and those symbols, believe me, do not help you much to recognize the station. You have to get off and unload, or if you have passed it, how are you going to cross, no? The “stop 9” doesn’t tell me anything, but in exchange the word Morrison Bridge tells me a lot, no? I do not know, I’m thinking ideas.

**Respondent 11: <Woman 11>:** They took out more of the graphics from before, because before they had a little water droplet, the rain, and the animals and it worked because one could see it right away.

**Respondent 9: <Woman 9>:** Like the train, the fish.

*<Laughter, sounds and papers and many respondents speaking at the same time.>*

**Moderator: <Martin Gonzalez>:** So all of you are in favor of having graphics at the stations.

All Respondents: Yes...Of course, completely!

**Respondent 1: <Woman 1>:** And we are talking about use who are involved, in other words, it is not an issue <indistinguishable words, laughter> because it is too for everyone.

**Respondent 17: <Woman 17>:** What you are saying about education, Martin, for example, I think people need to understand, for example, the process of things no? Like they know we have a good system of transportation in Portland thanks to the fact that all the people board and pay for their ticket. Why is there is no connection, a connection in the process between payment or punching a ticket and riding. No? There is no turnstile or anything where you are supposed to validate your ticket. So people board and say, “Well where do I pay?” or “When do they charge me?” And then they say “Alright whatever” and they sit down and stay on the MAX and continue. And this is where they lack someone to explain what happens when you do not have a ticket.

**Respondent 2: <Woman 2>:** Clarify where the Fareless Square is, so the family could know when there are violating a zone.

**Moderator: <Martin Gonzalez>:** I need to leave for two minutes because this...<laughter> and it’s not because of you OK? So, well, but do not leave because <laughter> So maybe while I’m out there, you could comment about this. If you know you’ve used the number that calls customer service, that <Woman 2> called, 238-RIDE. If you have used it previously, it seems like you still have phones; it could be that <indistinguishable words>. They are already giving me instructions that you do <indistinguishable words> so, then how many of you have used that customer service? Did the rest of you know that

you can receive information about how to plan a trip? <indistinguishable words respondents speaking all at the same time> Interpreter. I'll be right back.

<All Respondents>: <indistinguishable words due to respondents talking all at the same time.

**Respondent 2: <Woman 2>**: But it seems to me that it must be, what's happening, is that you have the person (a TriMet translator) who is translating to the TriMet operator, everything you need to communicate – in English. She (the operator) should have the capacity (linguistically) to respond directly to the person (the client) like <indistinguishable word due to multiple respondents speaking at the same time> No, she (the translator) was translating everything I was saying to the person (the TriMet operator) and the lady (the operator) answered everything to her (the translator) to translate it to me. <indistinguishable words>

**Respondent 14: <Woman 14>**: An idea, I do not know, and idea like there in the county, you give the number to whoever is going to call, in other words, in the beginning, it tells you for Spanish press one, for Russian press two, because, this way at least only one person that TriMet employs has to speak Spanish, because the connection (linguistically) is broken with the use of translator. Because that program is fabulous for planning a trip with the TriMet Travel Planner. I use it in English and the people, which I've recommended it to tell me it is fabulous because you only say where you are, and where you're going and you are given all the information. I think it's very easy to use.

**Respondent 6: <Woman 6>**: I have used it also with many of my clients, when I worked at the mission. Because what I did was, always make the first call together with them. They (the clients) would always say the same thing, "Oh, but everything is in English," and I do speak English, but I need someone who speaks Spanish so this person (the client) can learn how to use the service. Often it was very positive.

**Respondent 1: <Woman 1>**: Oh, it's because they pay an interpreter.

**Respondent 6: <Woman 6>**: Yeah.

**Respondent 1: <Woman 1>**: So, it's an interpreter?

**Respondent 6: <Woman 6>**: Yeah.

**Respondent 1: <Woman 1>**: Ah, OK.

**Respondent 6: <Woman 6>**: an of course that is bothersome, but there is no other way, well, there are other ways, less adequate, of being able to understand how to use the system, but at a cost. However, if there is someone who can

...speak the language, why are you using me? Why do I have to pay? But people are very afraid of calling. They are not going to plan or even call. And everyone else is going to say “no, that doesn’t work, not even if I wanted it to, for me.” So, having the first time experience along with someone that the person trusts is very effective. And in many occasions, it is something that the clients more often afterwards, they are using because they have seen...that they can, if they can, do it. And what I have shared with them, they always share later with their friends at the mission. This is why this is something important.

**Respondent 15: <Woman 15>**: Make it clear to us how that functions. There’s only one interpreter always, or is there?

**Moderator: <Martin Gonzalez>**: No, in other words, you make the call there, and if you are successful in getting through, then ask for Spanish, or say “Spanish” in this way the person at the other end, at your request, they call a company that has a contract with TriMet, to get an interpreter on the line. But there is a few moments delay to get on the line, right? You see! So that person is trying to communicate, but that is all there is. In other words, TriMet has four to five, three, four to five people that are answering the call volume, right? You see so not necessarily<indistinguishable words> we say there is one person that speaks Spanish but it’s not necessarily going to be your turn when you call right? Because the calls are answered in the order received. Not necessarily based on specific need.

**Respondent 14: <Woman 14>**: It’s when you were not here or when you were busy <laughter> about how it’s done by some county offices. Where you call and the introduction tells you for Spanish press, for English press one, for Spanish press two, for Russian press three, or whatever Russian Chinese. In other words, I do not know what kind of variety they have, but it would be a good thing if they were trying to reach the Spanish community. At least offer a service that will go automatically to a person that is going to speak their language. Not an interpreter, in other words, I thought that they had more staff, I do not know if four people are sufficient. I do not know how the county does it, but I do not think they have a enormous amount of staff or if they have those services that are very fabulous, because someone can, I do not know I’m speaking for myself and for the people which I have worked with, I think the telephone is very effective, as long as you know how to use it, now all you need is the number, and you know that you’re going to be fine. Because you can call it yourself at any time <nd say “I’m here OK. I’m going there,” I think it’s very effective and they can do it.

**Respondent 6: <Woman 6>**: Excuse me, but this is not a 24 hour job. So there’s an automated service that can be accessed, but only in English, so when there are no staff members to answer live, a person that doesn’t speak English can’t utilize the service.

**Respondent 2: <Woman 2>**: The libraries have to be bilingual for those who can't use it in Spanish it resaves the other language options and must be sophisticated because it has different things for the computer after work hours, in other words it could be or work the same for TriMet.

**Moderator: <Martin Gonzalez>**: Yes, what there is, is an automated system after 5:30 p.m. This is what is called Transit Tracker. So generally when you call 2,3,8,7,4,3,3, dial 1 immediately it will connect you to the system. So here is more, more for if you have the number of the stop, like Man 4 said, and know when the next transport, or in other the words, the next vehicle, but if have you have already used it? <voices of affirmation> Most of you, do the rest of you know? Are you familiar with it or have you used it? How many have actually used it, the Transit Tracker? Every day?

**Respondent 2: <Woman 2>**: I did it only once, because I was curious of how it worked and no more.

**Moderator: <Martin Gonzalez>**: Would you like to listen and see what it's like? <affirmative voices> What happened? They said you had to dial nine to call out.

*All Respondents: <indistinguishable words do to all respondents talking at once>*

**Moderator: <Martin Gonzalez>**: Well now I think we'll get it to work.

*(Calls 238-RIDE)*

**Moderator: <Martin Gonzalez>**: So it gives them all this information.

Sounds of phone in use, TriMet's number, <It begins speaking English, later it begins to speak in Spanish, respondents laugh in response>

**Moderator: <Martin Gonzalez>**: Well, there it is it's 1:41 p.m. I also want to take a look at the issue regarding the Internet; the question of the Internet again nothing more, just to see your opinions. What are your opinions about the message we have now, on 238-RIDE, and the part about Transit Tracker.

**Respondent 6: <Woman 6>**: It's a good resource, what happening is that it's not user friendly to people who do not speak English. And that's it. And it has a little bit of Spanish. What is there for the people who speak Russian or Vietnamese speaking people? There is nothing.

**Respondent 18: <Woman 18>**: They have to learn Spanish. <laughter>

**Moderator: <Martin Gonzalez>**: Man 4, better yet Woman 3 because she hasn't talked much.

**Respondent 3: <Woman 3>**: One of the first things we said...about the social services, for example in <indistinguishable words> when a person calls there is a possibility they can hear the language that they wanted and press the button or say the name of language whichever it is, so that then they will go to the guide for that language. Maybe it can be activated in the modern era, I do not know, or they should have some options for the people that speak other languages.

**Respondent 4: <Man 1>**: I am in agreement with Woman 3, this is actually an advantage. And like you were saying it takes a lot of time, and after a pause, and you do not know it's coming in Spanish. That's where you lose them. And the person is going to hang up. It's going to scare them or they are not going to understand. There has to be a more effective way. And if they're lost, add, like she said, promptly other languages or some number for other languages and after start a new menu. I do not know.

**Moderator: <Martin Gonzalez>**: In itself the service is useful because it gets them there.

**Respondent 6: <Woman 6>**: Yes, I use it about ten times a day.

**Respondent 4: <Man 1>**: Me too. Yes

**Respondent 1: <Woman 1>**: For me <indistinguishable words due to laughter and respondent speaking at the same time>

So it will be in the record that one of the things that we have said in our participation that we have the privilege to live in Portland where we have a very good system of transportation. In other words, that yes, we believe that we have a system of transportation that is very good and that it's accessible to the community, the only thing is, the form in which we educate the Latin community is not working. But that here, many people use it and me, I love it; my husband and my daughter go by public transportation every day all the time and I'm the one who drives.

**Respondent 15: <Woman 15>** For us that come from big cities, the frequency of service is essential. We quickly to choose to take a vehicle, if we have a chance and not to depend on those fifteen or twenty minutes that if you miss the bus, it would be half an hour, then that's what the problem is despite the service.

**Moderator: <Martin Gonzalez>**: One more comment and then we are going to look at the web page please OK?

**Respondent 2: <Woman 2>**: OK. Quickly, one thing that seems to me is sometimes complicated for example, I give classes in <indistinguishable words> in north east Portland, and the people can't get to my class because the transportation system on Saturday starts very late so they do not have access to

the classes. So in other words they do not arrive at my class on time and I have to adjust my classes no?

So only Monday through Friday I use the bus, Saturday's I had to go on a bicycle because in Multnomah <indistinguishable words> it's where I lived no? The bus started running at about 11:00 a.m. and ended about 6:00 p.m. I couldn't even, if I wanted to, go to the theater because there was no bus or transportation. Yes, the other people had cars, and yes, I didn't have one (a car), I couldn't use the system. I would go by bicycle.

**Respondent 4: <Man 4>**: Sorry, I know you are short on time, but I think this is important. Inside the downtown area all of this part of the public transportation system is completely effective, super, super effective.

When you go to remote locations, in Beaverton and all those places, if you miss a bus, the service is not frequent, and on the weekends also. In other words, (bus service is much worse, to the point where sometimes... truthfully, it's happened to me.

**Moderator: <Martin Gonzalez>**: I can stay here as long as you can, stay, but I know some of you are in a hurry. I would like, before you leave, some of you to comment. Man 16, can you remove that little cap from there, and very plainly, I think Woman 17, you can move away from there a little.

**Respondent 4: <Man 4>**: Look, here is a location, a remote location.

**Moderator: <Martin Gonzalez>**: (LOGS INTOtrimet.org)

**Respondent 17: <Woman 17>**: Thank you, sorry.

**Moderator: <Martin Gonzalez>**: Well, this is the page; this is TriMet's Internet page. Some of you have already said you have visited the web page previously right? <indistinguishable words> Well, one of the things that TriMet has had some issues on is the Spanish. As you will see here below, the <low voice indistinguishable> asking what happened? So here you have an issue of Spanish right? That just to.... it's not necessarily what we are going to discuss now, but this part here, in other words, is a page that has a lot information, in Spanish.

**Respondent 2: <Woman 2>**: <indistinguishable words> so that people can understand. It doesn't have a correct link, it's in English. When it says, ticket sales in store, it goes to the English page instead of the Spanish page.

**Moderator: <Martin Gonzalez>**: That's good you noticed.

**Respondent 2: <Woman 2>:** No, I noticed it because I went to the page this morning and reviewed the whole TriMet web site and how it worked. <indistinguishable words mixed with laughter>

**Moderator: <Martin Gonzalez>:** I sent it to you, the link, and by chance, one out of twenty, reviewed <the page> without problems. In other words, here we can see how effective the written message is, right? In terms of email, 5%!

**Respondent 2: <Woman 2>:** Well at least perfect it, not that <indistinguishable words and laughter>

**Moderator: <Martin Gonzalez>:** In this way one out of twenty is a good answer. In terms of, the discussion it was good. Now, here is a trip planner for those who do not want to call 238-RIDE or 7,4,3,3. This here has been in English and it has also been in Spanish for a while. The problem is, in order to get to the Spanish page it has been, for example, on this other page I showed you. Now it is on the main page there. So one can go there and use it.

**Respondent 2: <Woman 2>:** And it's not perfectly correct, because I was entering the address of the Hispanic Program of Portland, to get here and that's why I had to make a phone call to the TriMet operator.

**Moderator: <Martin Gonzalez>:** It's not perfectly correct?

**Respondent 2: <Woman 2>:** No, in other words, you can't. No, no it doesn't work perfectly unless know the stop, or something like that.

**Moderator: <Martin Gonzalez>:** Ok, Let's see. Which is the...

**Respondent 2: <Woman 2>:** Well, I do not, but I only know I had a problem; maybe it caused by <indistinguishable words>

**Moderator: <Martin Gonzalez>:** So here, city of Portland and here the address, which was? <indistinguishable words> this is what was happening to me.

**Respondent 2: <Woman 2>:** Yes, it does function, but I think in the beginning I was entering the zip code and it was saying error, error, error, so I had to call by phone, and how nice, because I had the experience by phone also. <laughter>

**Moderator: <Martin Gonzalez>:** OK, now we can, here. What we have here is that if you have the exact address you can do it here. If you do not have well...

**Respondent 2: <Woman 2>:** Yea, If I wanted to say that I was exiting on Burnside, but I didn't know the number of the stop.

**Moderator: <Martin Gonzalez>:** If not, if you do not have it <the address> perhaps you can, if you go to the library or look for something else close by, no?

They also have different areas there, but you do not necessarily have to have the exact address. Here for example, you can enter eighth Ave.? Right?

**Respondent 2: <Woman 2>**: I entered Oak and 12th, and it didn't show up.

**Moderator: <Martin Gonzalez>**: Really, that's weird that it didn't show up <indistinguishable words>

**Respondent 2: <Woman 2>**: The corner of <indistinguishable words> and 12th.

**Moderator: <Martin Gonzalez>**: The problem is, I think the problem is that this computer...

**Respondent 2: <Woman 2>**: Because this is what I entered first and it didn't show up.

**Moderator: <Martin Gonzalez>**: The problem is, I believe, the computer <indistinguishable words>

**Respondent 6: <Woman 6>**: Yes, I also noticed that when we were at the address that you gave us for the <indistinguishable words> of office programs from here, it showed some small signs it had but the buttons, for more specific things were still in English.

**Moderator: <Martin Gonzalez>**: So 8th and Oak

**Respondent 14: <Woman 14>**: And to the right, everything is <indistinguishable words due to all respondents speaking at the same time> says TriMet, everything is in English, if you want to get out of there, the MAX is all and...

**Moderator: <Martin Gonzalez>**: So you guys are suggesting that those little buttons should be in Spanish as well?

*All respondents respond in affirmation>*

**Moderator: <Martin Gonzalez>**: We are going to... One at a time please, because if not, I told you I cannot hear very well.

**Respondent 6: <Woman 6>**: On the page where each service is explained it's in Spanish, it says "plannificador de viajes" and not Trip Planner, So I already know what "planificador de viajes" is, and at the same time I'm looking for it, but I do not find it because it says Trip Planner in English. Here is say "planificador de viajes" and <on a> later <page> it says Trip Planner.

**Moderator: <Martin Gonzalez>:** So this part of the Trip Planner should be translated to Spanish.

**Respondent 6: <Woman 6>:** Oh, of course <indistinguishable words, because of many respondents speaking at the same time> and above it still says, in English, Fares, Maps, Stops.

**Respondent 1: <Woman 1>:** Of course, a whole page in Spanish.

**Respondent 6: <Woman 6>:** If the page is in Spanish, then put it in Spanish.

*<indistinguishable words, respondents speaking at the same time>*

**Moderator: <Martin Gonzalez>:** I didn't hear you, remember; I can only hear you one at a time. When there are three at the same time, no<indistinguishable words> It would be nice if the words above were in Spanish.

**Respondent 17: <Woman 17>:** Now also, in a Spanish language, but I think it's accessible, because once again, if I put an apparatus positioning people in vehicles I already killed it, I killed, it in other words it doesn't work or for me in other words you need to, I do not know, no? <indistinguishable words, respondents speaking at the same time>. And then also in the in the English translation to Spanish there are words that perhaps aren't popular.

**Respondent 6: <Woman 6>:** Yes, here in the pamphlet it says: At each MAX station there are machines "Expendadoras de boletos" <ticket expanders> <respondent refers to improper translation of ticket dispensers to ticket expanders. "Expandadoras de boletos" < meaning ticket expanders> instead of the correct translation to "dispensadoras de boletos" (meaning ticket dispensers).

*< All respondents > laughing and asking, What is that?>*

**Moderator: <Martin Gonzalez>:** We can't hear what <Woman 6> is saying. <Woman 6>, can you please repeat yourself?

**Respondent 6: <Woman 6>:** In the multilingual pamphlet, it says, at each MAX station there are ticket expander machines. "Expanders" What do they expand? (refers to the improper translation of dispensers)

*<indistinguishable words respondents speaking at the same time.>*

**Many Respondents:** Bring a dictionary, you should have a dictionary.

**Respondent 2: <Woman 2>:** No. And this is detailed. For example, in the Fareless Square, It also says that the Fareless Square cover from the Willamette

river to the North West and the corner of the freeway I-405, in other words, one has to know, one has to be familiar with where those street are.

*<indistinguishable words due to sounds and respondents speaking as the same time>*

**Respondent 6: <Woman 6>**: It looks like a store. <respondents laughing>

**Respondent 4: <Man 1>**: Yeah, despite that, the translation is mediocre, well they need it. In other words, if they are going to leave it like this, at least make the translations a little better. And they have to make it completely equal to the English version. We use a language that flows differently, no? This is the issue.

**Moderator: <Martin Gonzalez>**: <Man 7>

**Respondent 7: <Man 7>**: This is something more in general, Martin, but for written material, and also on the Internet, that they use, that they give color consideration. Let's say, for instance, this pamphlet is yellow, I already know that it's in Spanish; if it's blue it's in English. Then if it is color-coded be consistent in the color-coding. Also on the web page they are using is the color brown right? But if I do not get a different one, in other words if the Spanish is yellow, or the color code of Spanish is yellow, then all of the pages should have the same color, yellow. And the other thing, I have seen you doing this right? (refers to Martin adjusting his glasses to see better) with your glasses I'm the same. <laughter> I'm totally blind without my glasses. So this says for the people 50 and over the color-coding is important. The font and font size is important.

**Moderator: <Martin Gonzalez>**: Well, we have five minutes left and if its extended a little well, we can stay a little longer, but obviously some of you, if you were to receive information from TriMet, you understand it, no? Let's say, on how to use public transportation, right? Those who are receiving it now, how do you receive it? In other words where are they getting it from? Who is taking it to them? Or do they take it? Where do they get it from?

**All Respondents:** We have nothing <they deny receiving the information and continue talking all at the same time>

**Moderator: <Martin Gonzalez>**: They have some at the library.

**Respondent 3: <Woman 3>**: Only in your area?

**Respondent 14: <Woman 14>**: I couldn't tell you exactly. I'm not sure, because I work in the whole area, but I know that one of the things we do at the library is connect patients those services we have. If it be teaching to use the Internet, or teaching to use this <indistinguishable words> I would like to make a last comment about something we are doing at the library, and it has helped some. We cannot hire all the staff to speak each language, right? We do have

a good staff. <indistinguishable words> 100%, and we have Russian, Chinese, Vietnamese, right? But for all the rest of the staff, what we have done that had effective results is having a Spanish survival class that is for the staff that do not speak Spanish. And the class has the basics. They learn the basics. My mother for example, she doesn't speak any English, but she is trying. In the beginning with TriMet, it was frustrating that she would get on the bus and say, "what's going on? Why was I told to sit down" and it was because she didn't have the right change she needed. And after that she needed to know where to get off at which bus stop because she was not sure what to ask them. So there's no form of communication, for example, the basic ability to understand when someone tells you if it's your route. That they say it's Martin Luther King and Killingsworth, or they could say five minutes, something very basic like five minutes, or three stops or something like very basic like this. They do not have to speak or learn to speak the language but basics, like time, or the street names, or the stop. I believe that it would help the staff that doesn't speak the language, because this is more or less we made the same question we asked ourselves at the library. It's mainly so that they can use it. It's just a suggestion.

**Moderator: <Martin Gonzalez>:** <Man 16> or <Man 21>?

**Respondent 16: <Man 16>:** So this is a good point because, for me, it's very helpful when I go to the stop, if there's a drawing that says or shows where and what route the bus travels.

**Respondent 14: <Woman 14>:** And all the stops.

**Respondent 16: <Man 16>:** And it says Broadway and then turns right at the bridge, just like that, but that (information indicating the bus will turn) is not available on the bus, so then normally if we had that information available I wouldn't worry, would I, right? I wouldn't have to ask anyone, I'd go check the direction of the, route of the bus. But there's no such thing available. I'm also from Los Angeles so I have to ask! This even includes me, you know? People treat us badly.

**Respondent 1: <Woman 1>:** And it varies from driver to driver and doesn't necessarily have to do with only the Latin community because my husband is American and has had very good experiences, and also terrible experiences, so that part is accurate.

**Moderator: <Martin Gonzalez>:** In respect of your time, and those who have to leave, we are about to finish, but there were a few more questions. One was if you have any questions about TriMet that for reasons <indistinguishable words> of what time? The other is, if there is something else to add in conclusion, what could TriMet do in terms of information, particularly to take care your needs <indistinguishable words>, the people who work? So, <Man 21>

was there <in terms of subjects earlier discussed>, <indistinguishable words> <Woman 15>, <Woman 17>, and <Woman 18>.

**Respondent 21: <Man 21>:** Because time is brief, I need only for you, as representatives of the community, to take a message to the people with whom you work. It's true, that language is important for us to communicate, to be able to better serve the community, and also in the merging of cultures, it's very vital; I refer to that more than to anything else. Especially the people who are in public relations ...the drivers, and other people who are going to enter in to contact with our people for whatever motive, because until now amount of users has been moderate we can say. With the situation with the driver licenses, we are not going to know how many people are going to need to use this means of transportation to avoid have legal and other types of situations. When the number of users increases, the pressure increases. I'm going to refer to the people that are not, or haven't had the experience of serving this group of clients, in a more consistent manner. Sometimes they lose their patience and they get frustrated, because they do not know how to help the in the way they wish they could. Sometimes they do not understand why people do these things when they have the means or what they need aboard. This can cause friction in the future. We are speaking of the measure of the number of increased users, the friction and pressure can happen and there is danger in this. When we the Hispanics, get frustrated we also tend to react very quickly. I heard a saying that said we are hot blooded right? It's like saying we can confront, it a way that is not so good, and this can create friction to the level, that later we may have the authorities intervene. We have problems, news on the television, and situations so it's better to prepare today for the amount of increase of people we are going to have. To be dealing with the problem that we are challenged with. So take into consideration, take this message because to me this message is very important.

**Moderator: <Martin Gonzalez>:** Well, once again if we make it brief, you will remember your sequence.

**Respondent 3: <Woman 3>:** Yes, <Man 21>, I agree with you, <Man 21>, that we have to start that climate that <indistinguishable words> one of the things I like about TriMet is, for example, when you are on the MAX, you can hear what the next stops are going to be in English and Spanish. If someone falls asleep a little, get distracted, but you already know the next stop is where you need to get off, that is very useful, because you are hearing it. We say in Spanish, it's nice. <laughter> It's very understandable and also there are maps on the sides of the MAX, and this also helps when someone boards. <indistinguishable words> But I do not see those on the bus. So perhaps it would be nice to have those recorded on the buses. Like that to guiding the people.

**Moderator: <Martin Gonzalez>:** Is it <Woman 17> or <Woman 5> or who was next?

**Respondent 17: <Woman 17>**: Well, just quickly and straight to the point, in summarizing, I believe the information could contain more graphics. For example use more photos or small images like comics, to make it bearable. The fact is, that we cannot put these things in absolutely all the languages because it's not practical and it's expensive to have. I think that one thing is to be culturally sensitive. And another thing is be culturally impartial. Even if we have already have it in Spanish now, and I would make it a necessity to have Spanish materials and definitely without "sticking the spoon" ("nose" in English idiom) in what's none of my business. Definitely have Latino staff that speaks Spanish. Why? Because lets simply go to the statistics, who are the people who board and use the TriMet system right? And regarding the mentioning of the telephone it's a good thing to have an automated system more advanced than the one we use. Everybody already has automated systems. I want to stress that it's always very agreeable and it gives me a sense of trust, when I finally achieve communication with someone "of meat and bones" (a "live" person) that answers the phone and helps me personally. There is nothing like when someone personally helping you on the telephone telling you how to do things. And lastly the other thing, one small tip. I think the key is the alliance with the mediums of communications, that are willing, socially responsible, and that are willing to have the information for the people, in that sense. I do not know. In my personal experience with Univision, with newspapers like El Hispano, and like Noticias Latino, and other types of Spanish newspapers, like Centinela, right? That are out there in the community and can serve and that surely put, print, this information and ultimately regarding where these materials are and how to get to them. When I want to make people aware about something, I send my pamphlets and whatever else, with the same people that send out Latino newspapers. Just as much in the churches, as in the Mexican stores, like in any other place. And like that I make sure if there is any written material that it reaches everybody. No? In regards to educating the community, well, ultimately I agree that it is important, to take this like adults. We are not talking about children, we are talking about adults. What we need to do is teach them how to learn.

**Moderator: <Martin Gonzalez>**: <Woman 5>, who next? <Woman 18>  
<indistinguishable words>

**Respondent 5: <Woman 5>**: OK, what I wanted to say, sorry, no more than these points that speaks of our group of our clientele from Ortiz Center. In other words, I'm only going to read it quickly, and I'm leave all the rest I'm going leave in your hands. I'm only going to say it in English because I wrote it in English. They had in mind, why you never give a discount for community service or workers that work with low income families so that we are able to help them a lot more, emergency signs and information on the buses in Spanish, bilingual or bicultural bus drivers, and more frequent buses during the rush hour. We are actually at the Killingsworth, and a lot of our clients have to come downtown for court or

whatever it is. They always have to catch two buses and some of them do not know how to take a bus. Since is it a very trafficked zone, is there any way that they can only catch one bus, all the way. That was one of the things that one of the clients came up with. Information on how, and who to call for, once again, emergencies, or even for complaints. And then another one was change “back change” conditions like she said if you put more you do not get anything back, but if you are short 5 cents, you get this really bad look, so maybe a little bit of sensitivity there. Or at least some education on how to coming across with our clients. And once again track numbers. Track numbers should be in every stop and I really want to point out that I really like the idea of the color coding, and thank you.

**Mediator : <Martin Gonzalez>: <Woman I8>**

**Respondent 4: <Man I>:** I am sorry, I have to go with her, but one more thing I need to say is, I want you, I mean I would like, excuse me, I go with her, she gave me a ride. <laughing> If we can quickly, the Hispanic community, obviously we are well integrated, I would like to suggest is, that soon, we soon integrate more and I think it would be a good idea to give each other our emails and contact information.

**Moderator: <Martin Gonzalez>:** Are you all in agreement to share?

**Respondent 4: <Man I>:** Yes, because we are working with the same community.

**Moderator: <Martin Gonzalez>:** Correct.

*<indistinguishable words, respondents speaking at the same time>*

**Respondent 4: <Man I>:** Only one suggestion, sorry.

*<indistinguishable words, respondents speaking at the same time>*

**Moderator: <Martin Gonzalez>:** We are trying to close the session so...

**Respondent I8: <Woman I8>:** If you let me speak! <laughter>

*<indistinguishable words, respondents speaking at the same time>*

**Respondent I8: <Woman I8>:** OK, shortly, I had a promoter that was paid by PGE that taught all the community in my program how to look at the pamphlets for one hour. She gave them different workshops. I think this is a very good option, having promoters that can make a shorter project. They received money and gave this workshop to the community with a book, each meeting lasted one hour, but it was incredible how the people learned everything from PGE, even myself, and in Spanish. They brought for example a gift for each person. I believe it would be

excellent for someone to give a one-hour workshop and apply everything, depending to the place where you go to do the workshop. For example, take the information, according the need, to a place in Hillsboro and give out free tickets, the promoters, because that's how promoters function. It is a good option for education.

**Moderator: <Martin Gonzalez>**: Someone else? One more comment and we'll go.

**Respondent 6: <Woman 6>**: What you were saying about having these discussion groups, and what we have said to Martin, that it's good to have them every three months, these discussion groups, well provided by TriMet, but also collaborations in longer terms with the agencies, in a way that they can create funds the will sustain the mentor programs, where many of the people work in case management, go and take the bus, and all of these things. Then why not have some type of incentive so that the agencies, so they can carry out that type of support and access the transportation.

**Moderator: <Martin Gonzalez>**: Good! Well, thank you very much. We have gone over time. The truth is we are very thankful. You have my email, and I believe my telephone number, and well I gave you my card. If you have any remaining questions, because I'm sure there are some, or comments I would appreciate them. There is one more thing I would like to mention because, is <Man 8> still here? <Man 8> mentioned that there is an alliance in terms of cooperation between <unclear words> and TriMet. <Man 8> is responsible for the <unclear words> which is that works, more than anything now, in the MAX blue line, which tries to focus a little bit more on the youth and to make sure they do not get themselves into more trouble, than they are already in providing more information, being more proactive, in terms of seeing what is happening on the MAX platforms. To try like I already told you, to focus a little better on the youth. For example, if they have a question, it would be good that they would talk a little bit with Man 8 about their questions about this. So <indistinguishable words> In other words, the reason we have a <indistinguishable words> the tremendous work that they have done previously, but once again I want to thank you for this and truthfully, like someone already said, I believe it's important that we get together more often to see how we can handle certain things. We're already here (meaning "done"), for somebody we're going to continue working.

**Respondent 18: <Woman 18>**: We make the change, that's our motto, how we make the change.

*<All respondents thanking for the invitation to the group>*

**Respondent 18: <Woman 18>**: And for those who want more information, in terms of the bus schedules, here they are.

*<Respondents talking at the same time to one another, saying goodbye, and leaving>*

# LEP Access Plan Implementation Guidelines

In June 2008, TriMet's General Manager formed a multi-divisional LEP Advisory Committee to assist in the task of implementing LEP measures to further the agency's effectiveness in providing meaningful access to LEP customers. After the Advisory Committee orientation meetings, an LEP Guidelines Review Subcommittee was formed out of the broader group and given the task of developing a set of guidelines by which LEP access efforts could be implemented and evaluated. The LEP Guidelines Subcommittee, led by TriMet's Marketing Director, worked on developing guidelines in the following areas:

- Language Assistance – To provide notice of the right to language assistance on key non-vital documents (fact sheets, open house materials).
- Vital Documents – To determine which documents are vital for translation, such as applications and consent forms.
- Training – To prepare front line and staff for engaging and responding to LEP customers.
- Definitions and Standards – To ensure consistency in the application of competency standards for interpreters and translators.
- Customer Information – To provide timely, relevant information about TriMet programs and services.
- Outreach – To conduct culturally-competent outreach to increase awareness and access to TriMet services.
- Research and Admin. - To assess and monitor effectiveness of TriMet's LEP plan.

It is important to note that these guidelines are to be considered “living documents” and subject to change as a result of ongoing agency monitoring and review of the LEP Plan. New guidelines may be developed as the agency's LEP access programs develop and lessons learned are incorporated into the Plan. Please note that these guidelines retain the format in which they were submitted at the time of their development.

## 1A: Notice of Right to Language Assistance, Non-vital Outreach Documents

Submitted by: Language Assistance Subcommittee

Number: IA

Proposed date: 3/10/09

Adopted date: (per LEP Guideline Review Committee)

### PURPOSE

To provide notice of right to language assistance, at no cost, on non-vital yet important outreach documents. Examples may include project fact sheets, service planning open house notices, and other open house materials.

### PRACTICE

TriMet produces hundreds of non-vital documents that may be of interest to LEP community members. Key, non-vital documents should include a notice in the five LEP languages alerting customers that the document is available to be translated upon request in accordance with this Guidance.

### RESPONSIBILITY

Marketing, Community Affairs, and Communications

### APPROACH

In the future as in the past, this practice is guided by the outcome of the four-factor analysis whereby there is a review of:

- Number and proportion of eligible LEP constituents
- Frequency of LEP individuals' contact with the program
- Nature and importance of the program
- Resources available, including costs

### PROCEDURE

The Project Manager, working with the LEP Outreach Coordinator, will make the final determination if a document warrants including the LEP notification.

Documents should include a box with following information translated into the five LEP languages – “To access this information in (language), please call (503) 238-RIDE (7433).”

Document name and date should be noted in the bottom right corner of the last page to aid the Customer Service Department in efficiently identifying the document.

When the LEP customer calls Customer Service, staff will work with the caller and (when necessary) on-call interpreters to determine whether a verbal or a written response is desired.

Customer Service staff will then submit the request to appropriate department for processing.

If translation is required, every effort will be made to provide a translated document within 10 working days of the request.

## STATUS

Complete and ongoing

*Example of format for LEP notice in the 5 LEP Languages:*

*To access this information in \_\_\_\_\_,  
please call (503) 238-RIDE (7433)*

# 1B: Use of In-person Interpreter Services at Public Meetings

Submitted by: Language Assistance Subcommittee

Action Number: 1B

Proposed date: 3/10/09

Adopted date: (per LEP Guideline Review Committee)

## PURPOSE

To provide, at no cost, in-person interpreter services upon request for public meetings, and important events.

## PRACTICE

Public meetings are an opportunity for the public to learn about, and at designated times, participate in the agency's decision-making process. Subject to application of the four-factor analysis, the agency will take reasonable steps to provide LEP community members with the opportunity to participate in agency

decisions in accordance with established agency procedures. These steps will include:

- Provide notification that interpretive services are available for meetings
- Provide such services when request is made 48 hours in advance of the meeting

## RESPONSIBILITY

General Manager's Office, Legal Services, Community Affairs, Transportation Planning, and Communications and Marketing

## APPROACH

In the future as in the past, this practice is guided by application of the four factor analysis whereby there is a review of:

- Number and proportion of eligible LEP constituents
- Frequency of LEP individuals' contact with the program
- Nature and importance of the program
- Resources available, including costs

## PROCEDURE

### *Call-In Requests*

As determined after application of the four factor analysis, when publicizing public meetings, the agency should provide the following information in the key LEP languages: "To request interpreter services for TriMet meetings, please call 503-238-RIDE (7433) 48 hours in advance of this meeting." Customer Service staff will immediately submit the request to the coordinating department, who will hire the appropriate interpreter for the meeting.

### *Drop-Ins*

To better assist LEP community members who come to public meetings and have not requested an interpreter in advance, staff should provide the guest with a LEP handbill provided in five languages that outlines procedures for receiving information in another language (verbal or written). The handbill also will provide information on how to request interpreter services and how they can testify at public meetings. Staff should prominently display the following sign at registration in the key LEP languages: "To access information from this meeting, please call (503) 238-7433."

### *Targeted Public Meetings*

When TriMet is hosting public meetings in a particular geographic area with a known, significant LEP population, meeting notices should be produced

and distributed in the key LEP language(s) encouraging area residents to: a) participate; and b) request interpreter services 48 hours in advance of the meeting. TriMet will provide at least one qualified interpreter at these meetings who is fluent in the designated LEP language(s).

## STATUS

Complete and ongoing

# 2A: Written Translation of Vital Documents

Submitted by: Vital Documents Subcommittee

Action Number: 2A

Proposed date: 3/10/09

Adopted date: (per LEP Guideline Review Committee)

## PURPOSE

To implement a procedure to provide for written translation of vital documents.

## PRACTICE

The agency will take reasonable steps to ensure that LEP persons have meaningful access to TriMet programs and services, with respect to identification and written translation of vital documents, as set forth in this Guidance.

## RESPONSIBILITY

Marketing and Legal Services

## APPROACH

This Guideline assumes that, to be truly useful, translated materials must communicate clearly and in a culturally appropriate way with the audience. The documents must – to the greatest extent possible – preserve accuracy in meaning, and not be overly-burdened by legalistic terms and technical vocabulary.

In the future as in the past, the determination as to whether to provide a written translation of a vital document is guided by application of the four factor analysis whereby there is a review of:

- Number and proportion of eligible LEP constituents;
- Frequency of LEP individuals' contact with the program;
- Nature and importance of the program; and
- Resources available, including costs.

Whether or not a document is deemed to be “vital” may depend on the importance of the program, information, encounter or service involved, and the consequence to the LEP person if the information is not accurate or timely. A “vital document” may include information which is critical or required to participate in or benefit from an agency program or activity. For instance, applications for bicycle safety courses should not generally be considered vital, whereas access to safe driving handbooks could be considered vital.

Classifying a document as vital or non-vital is sometimes difficult, especially in the case of outreach materials like brochures or other information on rights and services. Awareness of rights or services is an important part of “meaningful access,” as lack of awareness may effectively deny LEP individuals meaningful access. Where the agency is engaged in community outreach efforts in furtherance of its programs and activities, the needs of populations frequently encountered or affected by the program or activity should be regularly assessed to determine whether certain critical outreach materials should be translated. Community organizations may be helpful in determining what outreach materials may be most helpful to translate, and some such translations may be made more effective when done in tandem with outreach methods including using ethnic media, schools and religious and community organizations to spread a message.

Sometimes a very large document may include both vital and non-vital information. This may also be the case when the title and a phone number for obtaining more information on the contents of the document in infrequently encountered languages other than English is critical, but the document is sent out to the general public and cannot reasonably be translated into many languages. In a case like this, vital information may include providing information in appropriate languages regarding where an LEP person might obtain an interpretation or translation of the document.

TriMet may follow the DOT “safe harbor” guidance in providing written translations of vital documents for each language group that constitutes at least 5% or 1,000 LEP individuals, whichever is less, of the population of persons eligible to be served or likely to be affected or encountered. Translations of other documents, if needed, can be provided orally. If there are fewer than 50 persons in a language group that reaches the 5% trigger, written translation is not required but written notice will be provided in the primary language of the LEP language group of the right to receive competent oral interpretation of those written materials, free of cost. Failure to provide written translations under the “safe harbor” criteria does not mean there is “non-compliance with LEP access requirements, but adherence to the “safe harbor” criteria will serve as strong evidence of compliance.

Written translation of a vital document is the replacement of a written text from one language into an equivalent written text in another language. However,

after application of the four-factor analysis, the agency may determine to replace written text with pictograms/universal icons as the most effective method of providing meaningful access. With respect to the four-factor analysis, factor 3 includes a focus on the agency's core and most critical services including fares, service routes/schedules, and safety and security.

A vital document may include but not be limited to:

- Applications
- Consent forms
- Letters containing important information regarding participation in a program
- Notices pertaining to the reduction, denial, or termination of services or benefits and the right to appeal such actions
- Notices or letters that require a response from the beneficiary
- Notices advising LEP persons of the availability of free language assistance
- Any future documents or outreach materials that meet the definition of vital documents

## PROCEDURE

All requests for written translations of vital documents shall be submitted to TriMet's LEP Outreach Coordinator for handling in accordance with the above Guideline. The LEP Outreach Coordinator will chair and periodically convene a standing subcommittee, comprised of representatives from Capital Projects, Creative Services, Customer Services, Operations, and Legal Services to identify agency vital documents and assess LEP written translation services under this Guideline.

## STATUS

Completed and ongoing

### *Examples of demonstration pieces prepared in Spanish*

General: "Viaje Major" ("Ride Better") is a unique how-to-ride information piece prepared in a "novella" format popular with Spanish-speaking customers. The how-to-ride information presented in the booklet includes rail system details (MAX blue, red, and yellow lines), Westside Express Service (WES) commuter train; TriMet fares; TriMet fare zones; proof of fare payment; rules of personal conduct; trip planning in Spanish by telephone or Internet.

Rules of Riding: "Respete El Viaje" ("Respect the Ride") lists rules for riding such as possessing a valid/correct fare, moving for older adults and people with disabilities, not threatening or intimidating riders or operators, not being so loud you disturb others, not blocking the aisles or doors, keeping pets in carriers,

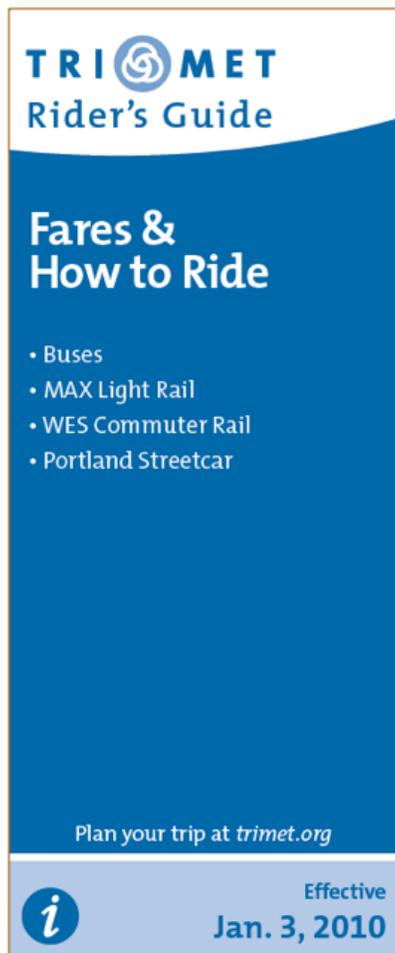
and keeping food/drinks in closed containers. These are the rules that must be followed to retain rights of ridership on the TriMet system.

Safety Notices: “Pare. Ve. Eschuche” (“Stop. Look. Listen.”) promotes safe behavior around trains.

*Printed Service Material: English & Spanish*

“Fares & How to Ride” is more effective for Spanish-speaking LEP customers as “Viaje Mejor” (“Ride Better”) and is presented in a style that is also more culturally appropriate.

**Figure B-1**  
*Rider’s Guide*



**Figure B-2**  
*Graphic Novela*

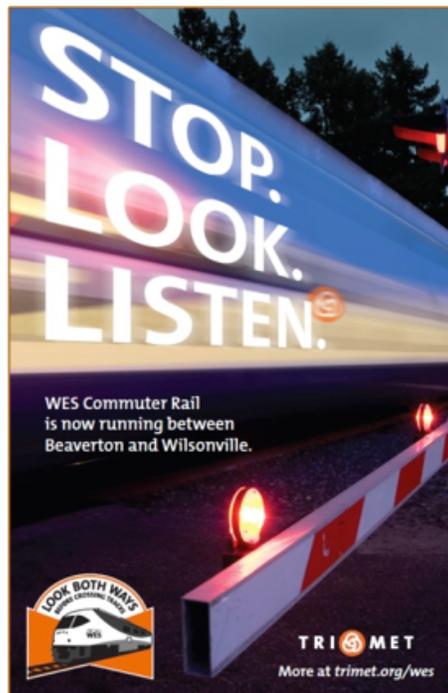


**Figure B-3**  
*Respect the Ride*  
*Channel Card*



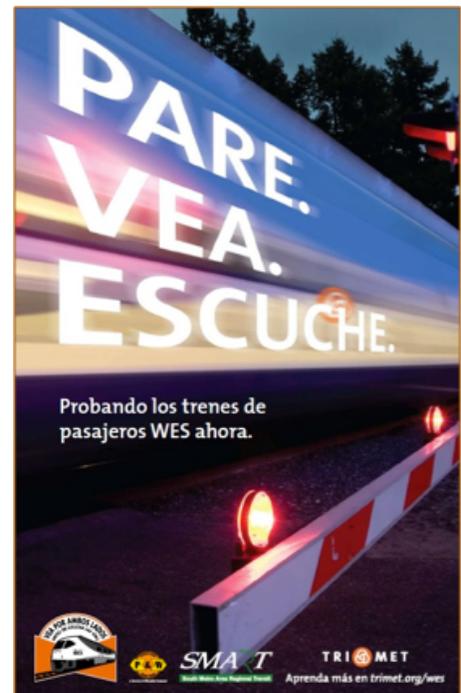
**Figure B-4**

*Respete el Viaje  
Channel Card*



**Figure B-5**

*Safety Poster*



**Figure B-6**

*Safety Poster Spanish*

## 3A: Curriculum Development

Submitted by: Training Subcommittee

Action Number: 3A

Proposed date: 3/10/09

Adopted date: (per LEP Guideline Review Committee)

### PURPOSE

The purpose of the training program is to ensure that TriMet employees know their obligations to provide meaningful access to information and services for LEP persons. Under the guidance of the LEP Advisory Committee, the Training Subcommittee has developed and maintains a LEP training curriculum. The LEP training for front line employees and other TriMet staff focuses on the many elements of the LEP program including:

- Summary of the agency's responsibilities under the DOT LEP Guidance
- LEP populations in the TriMet service district
- Summary of TriMet's LEP Plan
- Summary of the four-factor analysis
- Description of the language services available to LEP customers and staff
- How staff and LEP customers can access these services
- How to work effectively with interpreters in-person and over the telephone
- How to communicate with LEP persons face-to-face, over the telephone, and in writing
- How to respond to civil rights complaints

### RESPONSIBILITY

Operations Training, Director/Marketing, LEP Outreach Coordinator, Director/ Human Resources

### APPROACH

The approach taken with the training element of the LEP Plan employs a combination of written materials, PowerPoint slide presentation, and in-person question and answer sessions. The training was designed to give presenters the flexibility necessary to meet the informational needs unique to each workgroup. While the means of delivering information may vary from audience to audience, the core messages remain consistent throughout. Workgroups identified for training fall into three general categories:

- Front line employees (Operators, Trainers, Customer Service Representatives, etc.)

- Management (all levels)
- Support staff (Administration personnel)

## STATUS

The training materials have been prepared and presentations are ongoing. A summary of the plan and general guidelines for employees follows and has been incorporated into the agency's new employee orientation program materials.

## Training Outline: TriMet Limited English Proficiency (LEP) Plan

### *Overview*

Pursuant to Title VI and implementing regulations, public transit agencies that receive U.S. Department of Transportation (DOT) and Federal Transit Administration (FTA) funds, must take reasonable steps to provide meaningful access to limited English proficient (LEP) individuals to their programs and services. In fulfillment of those obligations, TriMet has developed a written LEP Plan, a copy of which is available at W:\Global\LEP DEMONSTRATION PROGRAM\LEP Subcommittee Guidelines.

Individuals are considered LEP if:

- English is not their primary language.
- They have a limited ability to read, speak, write or understand English.
- Their LEP status poses barriers for them.

NOTE: This includes U.S. citizens and foreign-born persons

LEP legislation has its roots deep in the civil rights movement:

1. Title VI Act of 1964: Title VI, 42 U.S.C. § 2000d et seq., was enacted as part of the landmark Civil Rights Act of 1964. It prohibits discrimination on the basis of race, color, and national origin in programs and activities receiving federal financial assistance.
2. 1974: The Supreme Court held that Title VI required a recipient of federal financial assistance to take steps to ensure that LEP persons were not excluded from programs and services, and that failure to do so could constitute national origin discrimination.
3. 2000: Executive Order 13166, August 2000 directs each Federal agency to:
  - Examine the current services they have for LEP customers.
  - Develop a language access plan to serve LEP customers and implement that plan.
  - Publish LEP guidance for its funding recipients.

### *TriMet LEP Plan*

TriMet's LEP Plan establishes the agency's approach to taking reasonable steps to provide meaningful access to limited English proficient (LEP) individuals who use TriMet programs and services. The Plan provides for steps to ensure that:

- Language barriers will not prevent staff from communicating effectively with LEP individuals to ensure safe and orderly operations
- Limited English proficiency will not prevent customers or any member of the public from:
  - accessing important programs and vital information
  - understanding rules
  - participating in public hearings
  - gaining eligibility for TriMet programs and/or services

### *LEP Needs Assessment*

Between June 2005 and June 2006, TriMet initiated a review of the agency's status with respect to providing meaningful access to LEP individuals within the TriMet service district. To that end, TriMet formed an interdepartmental workgroup which performed a needs assessment to determine the language assistance necessary to ensure limited English proficient individuals have meaningful access to TriMet services and programs.

The LEP needs assessment TriMet conducted was based on the Four-Factor Framework outlined in Section V of the DOT LEP Guidance:

- Factor 1: The number and proportion of LEP persons served or encountered in the eligible service population.
- Factor 2: The frequency with which LEP individuals come into contact with your programs, activities, and services.
- Factor 3: The importance to LEP persons of your program, activities and services.
- Factor 4: The resources available to the recipient and costs.

### *LEP Populations in the TriMet Service District*

Analysis of 2000 census data showed that of the total population within TriMet's service district LEP populations represent 3.89 percent, with the largest proportion consisting of Spanish-speaking LEP persons. LEP populations meeting the DOT definition of LEP<sup>3</sup> and of "Safe Harbor" thresholds (5% or 1,000 individuals, whichever is less) included speakers of:

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<sup>3</sup> Speak English "less than very well" based on 4-point scale: Very well, well, not well, not at all.

- Spanish (65%)
- Vietnamese (11%)
- Russian (9%)
- Chinese<sup>4</sup> (6%)
- Korean (4%)

### *Current LEP Plan Implementation Steps*

TriMet has implemented numerous steps under its LEP plan to ensure meaningful access by LEP individuals. These include:

- Providing key transit information and online Trip Planner in Spanish on TriMet’s website.
- Providing Transit Tracker by Phone information in Spanish via 238-RIDE.
- Placing foreign-language ads in publications serving second language populations to demonstrate TriMet’s commitment to full information; to share current significant, service-related announcements; and to increase comfort levels regarding access to information in a native language.
- Recording MAX announcements in both Spanish and English.
- Providing Spanish-language interface for TVM transactions.
- Establishing and nourishing partnerships and working closely with community organizations that serve LEP populations.
- Providing written translations for vital information/documents in each of the five languages and/or replacing text with pictograms/universal icons when possible. The list of documents includes but is not limited to:
  - LIFT Application
  - Honored Citizen Pass Application
  - TriMet signage related to safety/security
  - TriMet signage appearing in areas with high LEP populations
  - Summary of Rider Rules of Conduct and How to Purchase/Use Fares (based on TriMet Code)
  - Customer complaint forms
- Providing notice of second language services: Written notice provided in each of the five languages informing LEP individuals of the availability of free written translation/oral interpretation upon request for certain non-vital documents, public meetings, etc.
- Phone interpreters: Continued availability of phone interpreters via 238-RIDE to assist LEP customers in virtually any language.
- Staff training: Training staff to recognize and serve LEP customers and informing staff about TriMet’s LEP services.

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<sup>4</sup> Traditional Mandarin Chinese.

- Monitoring LEP program: Ongoing LEP check-ups to make sure TriMet continues to be in compliance; annual reviews of LEP program, for the first five years. This will ensure that the elements of the LEP program continue to meet the needs of TriMet's LEP populations.

*TriMet's LEP Outreach Coordinator: (503) 962-5813*

TriMet's LEP Plan is monitored and overseen by TriMet's LEP Outreach Coordinator. Given the large size of the Spanish-speaking LEP population, the LEP Outreach Coordinator's initial focus is on the Spanish-speaking LEP customers. Overall, the LEP Outreach Coordinator provides:

- A central resource to community residents, LEP community organizations, and TriMet staff
- Community outreach and training for LEP customers
- LEP training for agency staff
- Manages translation/interpretation services
- Develops applicable criteria and standards for interpretation/translation
- Oversees and provides more in-depth LEP training for TriMet staff whose job functions include frequent contact with LEP persons

*General Guidelines for Employees*

- If any employee is contacted by a customer who has limited English proficiency, providing access to 238-RIDE is the recommended approach. The employees staffing the 238-RIDE phones have access to translation services and are best prepared to assist the LEP individual.
- If the request is in person: Have the LEP individual contact the 238-RIDE number where interpreters are available and can assist.
- If the request is in writing: Forward the document, whether electronic or hardcopy, to the Manager of Creative Services.
- If the request is via telephone: Transfer the call to 238-RIDE where interpreters are available and can assist the customer.
- If the request is a Civil Rights Complaint: Forward the request to the LEP Outreach Coordinator at CS/2.

## 3B: Incorporate LEP Information into Employee Environment

Submitted by: Training Subcommittee

Action Number: 3B

Proposed date: 3/10/09

Adopted date: (per LEP Guideline Review Committee)

## PURPOSE

Establish a procedure to incorporate LEP Plan information into the employee environment.

## RESPONSIBILITY

Operations Training, Director/Marketing, LEP Outreach Coordinator, Director/ Human Resources

## APPROACH

The approach taken with this element of the training program was to identify the various means of delivering information to TriMet employees. The most effective communication channels identified are varied in form: in-person training, employee meetings, written materials, and electronic delivery systems.

- Training sessions:
  - New employee orientation
  - Operator training program
  - Management training and development, “TriMet U”
- Meetings:
  - Maintenance and facilities division meetings
  - Administrative staff departmental meetings
  - Executive sessions
- Written materials:
  - TriMet Employee Handbook
  - Employee newsletter, *Express-line*
  - Employee notices
- Electronic media:
  - TriMet’s internal website – *TriNET*
  - Bulletins and newsletters

## PROCEDURE

The procedure to incorporate the LEP plan information into new employee orientation, handbook, and TriNET will conform to existing procedures used to provide employee required information.

## STATUS

Completed and ongoing.

# 4A: Language Skills Competency Standards for Interpreters and Translators

Submitted by: Definitions and Standards Subcommittee

Action Number: 4A

Proposed date: 3/10/2009

Adopted date: (per LEP Guideline Review Committee)

## PURPOSE

Consistently apply competency standards for interpreters and translators.

## PRACTICE

Interpretation and translations arranged by TriMet will be performed by approved vendors and/or individuals whose competency has been established based on standards developed by the language services profession.

## RESPONSIBILITY

Marketing and Customer Service

## APPROACH

This task will be accomplished using a combination of methods to provide reliability, flexibility, and cost savings:

- Work with professional organizations offering services in the fields of interpreting and translation.
- Bilingual TriMet staff members.
- Evaluate and apply key elements from successful programs from State and local governments and healthcare providers.

## PROCEDURE

Using the approach summarized above, TriMet will:

- Ensure that all interpreters and translators working for TriMet meet the following standards:
  - Communicate fluently – orally and in writing – in both English and the primary language of the LEP individual.
  - Demonstrate cultural understanding of the LEP customer served.

- Accurately and impartially interpret and/or translate to and from such languages and English.
- Demonstrate an understanding of the role and the ethics associated with being an interpreter or translator.
- TriMet will:
  - When appropriate, train interpreters and/or translators in specialized terms and concepts associated with TriMet policies, services and activities.
  - Instruct the interpreters and translators that they should not deviate into a role as a counselor, legal advisor, or any other role aside from interpreting or translating.
  - Ask interpreters and translators to attest that they do not have a conflict of interest.
  - Incorporate language into contracts requiring vendors to certify their proficiency in target languages.

## STATUS

For formal interpreter or translator needs:

- For Spanish translations and interpreting, TriMet’s bilingual (English/Spanish), LEP Outreach Coordinator is our primary resource for nearly all Spanish-language interpreting and translations.
- Optimal Phone Interpreters: The contracted phone interpreter service used by TriMet for foreign language interpreters. The interpreters help customers calling for general trip planning assistance and to make reservations for LIFT and Medical Transportation Services. As part of this contract, TriMet requires expert, professional interpreters trained in telephone interpretation, customer service skills and confidentiality issues.
- IRCO:<sup>5</sup> Employs experienced interpreters of refugee and immigrant languages in the State of Oregon. Since professional interpretation certification through the State of Oregon is not available for many of the languages IRCO specializes in, they have developed their own testing and evaluation procedures to fill in the gaps. IRCO staff works to ensure that each interpreter is qualified for the specific job. Interpreters are held to the highest standards of confidentiality and all are fully insured. IRCO is able to provide interpreting and translating services for virtually any language needed.

For informal, “spot checks” on translations and for limited interpreting services, bilingual TriMet staff may provide assistance. Assistance may be received from TriMet volunteers who speak a variety of languages including Spanish, Chinese, Vietnamese, and Russian/ Ukrainian.

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<sup>5</sup> Started in 1975, IRCO is a community-based, nonprofit 501(c) 3, organization assisting refugees and immigrants through the various stages of integration into U.S. society.

# 5A: Right to Language Assistance Notice

Submitted by: Customer Information Subcommittee

Action Number: 5A

Proposed date: 3/10/2009

Adopted date: (per LEP Guideline Review Committee)

## PURPOSE

Identify areas where TriMet can provide notice of “right to language assistance,” at no cost, to LEP persons.

## PRACTICE

Title VI, Prohibition Against National Origin Discrimination Affecting Limited English Proficient Persons: In order to avoid discrimination on the grounds of national origin, the agency will take reasonable steps to ensure that Limited English Proficient (LEP) customers receive the language assistance necessary to allow them meaningful access to programs and services, free of charge.

## RESPONSIBILITY

Marketing and Customer Services

## APPROACH

In the future as in the past, this practice is guided by the outcome of the four-factor analysis whereby there is a review of:

- Number and proportion of eligible LEP constituents
- Frequency of LEP individuals’ contact with the program;
- Nature and importance of the program; and
- Resources available, including costs.

## PROCEDURE

Based on the four-factor analysis and LEP Advisory Committee recommendations, examples of LEP notification points to consider include venues likely to be patronized by a high volume of LEP customers looking for TriMet information:

- TriMet customer service offices and ticket outlets
- Signs and handouts available in vehicles and stations
- Outreach documents
- Agency website

- Postings at Community Based Organizations (CBOs) partnering with the agency
- Notices in non-English community newspapers
- Announcements on non-English radio stations
- Information tables at local events

## STATUS

Complete and ongoing

**Figure B-7**  
Notice of Language Assistance

**Spanish • Español**  
**INFORMACIÓN SOBRE SERVICIOS DE INTERPRETACIÓN**  
Si no habla inglés o si tiene algún impedimento de comunicación puede recibir servicios de interpretación gratuitos. Comuníquese a la persona que le está ayudando que necesita un intérprete.

**Vietnamese • Tiếng Việt**  
**Thông Báo về dịch vụ Thông dịch**  
Nếu quý vị không nói tiếng Anh, hoặc nếu quý vị bị suy yếu về khả năng nghe và nói, quý vị có thể được cung cấp dịch vụ thông dịch miễn phí. Hãy nói với người đang giúp quý vị là mình cần một thông dịch viên.

**Russian • РУССКИЙ**  
**Уведомление об Усл Угах переводчиков**  
Услуги переводчика могут быть предоставлены вам бесплатно, если вы не говорите по-английски или имеете ограниченные возможности общения в связи со слуховыми или речевыми нарушениями. Сообщите сотруднику центра обслуживания о том, что вам нужен переводчик.

**Chinese • 中文**  
**口譯服務通知**  
如果您不講英語，或您有聽力、講話障礙，您可以得到為您提供的免費口譯服務。告訴幫助您的這個人您需要口譯員。

**Korean • 한국어**  
**통역 서비스에 대한 통지**  
영어로 의사소통이 되지 않거나 청각 또는 언어 장애를 가지고 있는 분들에게는 무료로 통역 서비스를 제공하여 드립니다. 귀하를 돕고있는 사람에게 통역이 필요하다고 말씀하십시오.

**NOTICE OF INTERPRETATION SERVICES**  
If you do not speak English, or if you have a hearing or speech impairment, you can have interpretation services provided for you at no charge. Tell the person helping you that you need an interpreter.  
*Other languages are available on request.*

# 5B: Notice of Civil Rights Complaint Process

Submitted by: Customer Information Subcommittee

Action Number: 5B

Proposed date: 3/10/2009

Adopted date: (per LEP Guideline Review Committee)

## PURPOSE

Provide information in multiple languages about TriMet's complaint process.

## PRACTICE

TriMet's complaint process will be made available to LEP constituents upon request and in key public locations per Title VI.

## RESPONSIBILITY

Marketing, Customer Service, and Legal Services

## APPROACH

In the future as in the past, the determination as to Title VI notice locations and specific messaging formats is guided by application of the four-factor analysis whereby there is a review of:

- Number and proportion of eligible LEP constituents;
- Frequency of LEP individuals' contact with the program;
- Nature and importance of the program; and
- Resources available, including costs.

## PROCEDURE

Based on the LEP Advisory Committee recommendations and the outcome of the four factor analysis the following locations were identified as the best places to post information about TriMet's complaint process for LEP persons:

- TriMet's external website in key LEP languages.
- The TriMet Ticket Office (TTO) in downtown Portland, Oregon, the location with significant numbers of LEP persons seeking TriMet information.
- Onboard notification on transportation vehicles and transit centers.

## STATUS

Complete and ongoing

# Examples of Materials Created and Posted

TriMet Ticket Office (public space)

**TriMet respects civil rights**

TriMet operates its programs without regard to race, color, religion, sex, sexual orientation, national origin, marital status, age or disability in accordance with Title VI of the Civil Rights Act, ORS Chapter 659A, or other applicable law. For more information contact 503-238-RIDE (TTY 503-238-5811) or email [administration@trimet.org](mailto:administration@trimet.org).

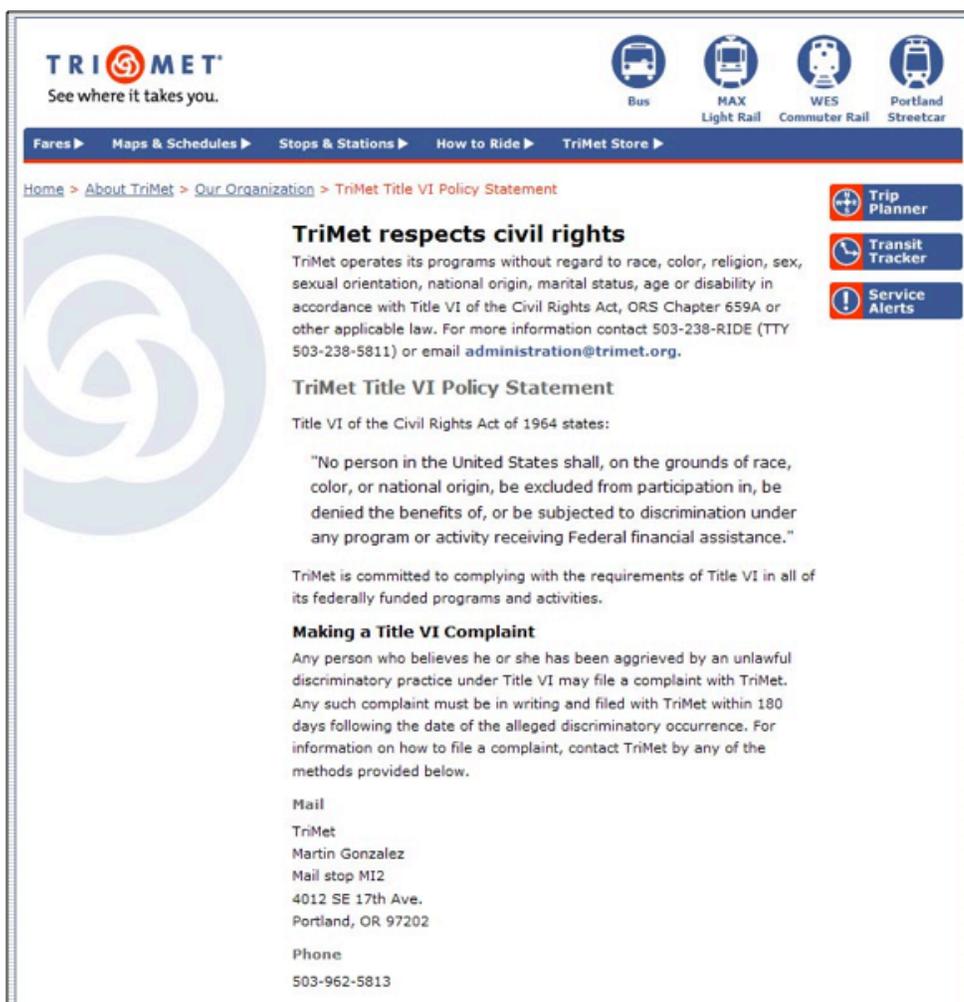
**Figure B-8**

*TriMet Respects Civil Rights Plaque*



## Website

**Figure B-9**  
Web Page Civil Rights  
Notice



The screenshot shows the TriMet website's Civil Rights Notice page. At the top, the TriMet logo is displayed with the tagline "See where it takes you." and icons for Bus, MAX Light Rail, WES Commuter Rail, and Portland Streetcar. A navigation menu includes links for Fares, Maps & Schedules, Stops & Stations, How to Ride, and TriMet Store. The breadcrumb trail reads: Home > About TriMet > Our Organization > TriMet Title VI Policy Statement. On the right side, there are three utility buttons: Trip Planner, Transit Tracker, and Service Alerts. The main content area features a large circular graphic on the left and the following text:

### TriMet respects civil rights

TriMet operates its programs without regard to race, color, religion, sex, sexual orientation, national origin, marital status, age or disability in accordance with Title VI of the Civil Rights Act, ORS Chapter 659A or other applicable law. For more information contact 503-238-RIDE (TTY 503-238-5811) or email [administration@trimet.org](mailto:administration@trimet.org).

### TriMet Title VI Policy Statement

Title VI of the Civil Rights Act of 1964 states:

"No person in the United States shall, on the grounds of race, color, or national origin, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance."

TriMet is committed to complying with the requirements of Title VI in all of its federally funded programs and activities.

### Making a Title VI Complaint

Any person who believes he or she has been aggrieved by an unlawful discriminatory practice under Title VI may file a complaint with TriMet. Any such complaint must be in writing and filed with TriMet within 180 days following the date of the alleged discriminatory occurrence. For information on how to file a complaint, contact TriMet by any of the methods provided below.

**Mail**  
TriMet  
Martin Gonzalez  
Mail stop MI2  
4012 SE 17th Ave.  
Portland, OR 97202

**Phone**  
503-962-5813

## 5C: Customer Information Channels

Submitted by: Customer Information Subcommittee

Action Number: 5C

Proposed date: 3/10/09

Adopted date: (per LEP Guideline Review Committee)

### PURPOSE

To provide information about TriMet services in multiple languages using the four-factor analysis to determine need.

## PRACTICE

TriMet's customer information will be made available to LEP customers through the most effective communication channels per Title VI, Prohibition Against National Origin Discrimination Affecting Limited English Proficient Persons: To avoid discrimination on the grounds of national origin, the agency will take reasonable steps to ensure that Limited English Proficient (LEP) customers receive information in the language necessary to allow them meaningful access to programs and services, free of charge.

## RESPONSIBILITY

Marketing and Customer Service

## APPROACH

In the future as in the past, the determination of the most meaningful and effective communication channel is guided by application of the four factor analysis whereby there is a review of:

- Number and proportion of eligible LEP constituents
- Frequency of LEP individuals' contact with the program
- Nature and importance of the program
- Resources available, including costs

## PROCEDURE

The Project Manager, in concert with the LEP Outreach Coordinator, will make the final determination of what customer information will be translated based on the four factor analysis and recommendation of LEP Advisory Committee. Translations should be considered for these basic customer information materials:

- How-to-Ride brochure including information about how to ride the system (bus, light rail, commuter rail and streetcar), fares, and basic riding rules.
- Major service change Service Alerts.
- Audio scripts for 238-RIDE menu selection to help limited English customers in receiving needed customer service.
- Audio scripts for ticket vending machines (TVM) to assist LEP customers in purchasing tickets and passes.

## INFORMATION CHANNELS

The following information channels will be considered when determining which messages are to be prepared for LEP customers:

- Service alerts
- Print media-public notice and display ads

- Out-of-home media-transit ads, bus benches and shelters, bill boards
- Broadcast media-radio and TV
- Electronic media-website, email, blogs, etc.
- On street displays/posters
- In-person customer outreach

## STATUS

Completed and ongoing

### *Examples of materials created under this guideline*

- How-to-Ride in Spanish, “Viaje Mejor”
- How-to-Ride Brochure in 5 LEP languages
- Service change alerts printed in LEP languages by route changed
- Spanish-language “prompt” moved to front of Transit Tracker by Phone menu
- How-to-Ride video tapes updated with voice-overs for LEP languages
- Spanish Language bus benches
- Outreach to Spanish-speaking community at churches, local events, and community- based organizations (CBOs)

## 6A: Culturally-Competent Outreach

Submitted by: Outreach Subcommittee

Action Number: 6A

Proposed date: 4/28/09

Adopted date: (per LEP Guideline Review Committee)

## PURPOSE

Develop and implement culturally-competent outreach to increase awareness of and access to TriMet services and programs.

## PRACTICE

Determine language needs of target audience to develop appropriate communication tools, approach and message.

## RESPONSIBILITY

LEP Outreach Coordinator-Marketing Department.

## APPROACH

The determination of the most meaningful, culturally-competent outreach measures will be guided by the outcome of the four factor analysis whereby there will be a review of:

- Number and proportion of eligible LEP constituents
- Frequency of LEP individuals' contact with the program
- Nature and importance of the program
- Resources available, including costs

## PROCEDURE

Develop culturally appropriate materials in the target language.

- Test materials with key constituencies.
- Establish relationships and partner with key community leaders and organizations of target audience.
- Individual one on one meetings, telephone calls, and e-mail messages to target leadership.
- Visit/participate in scheduled community events of target audience to promote message.
- Target outreach to key gathering places such as churches, schools, community colleges, libraries, and social service and community activist organizations.
- Promote message with community media—create earned media opportunities.
- Use TriMet vehicles and properties to display message in target language.
- Develop print, radio, and television ads in target language.
- Use TriMet personnel that reflect target audience to promote message.

## STATUS

Complete and ongoing

### *Example of Work Conducted as Part of This Effort*

#### **CBO Focus Group Meetings**

The objective of CBO Focus Group Meetings is to pro-actively engage community key stakeholders to gain feedback and insight regarding culturally-competent accessibility to our programs and services. In this example, a meeting comprising leaders from the Latino community has convened to review the effectiveness of TriMet customer information materials and tools.

#### *Partial List of Organizations Represented at This Meeting*

- Latino Network
- Victory Outreach Community Services
- Centro Cultural of Washington County
- Ministerio Hispano—St Anthony Church

- Santos FC
- Programa Hispano
- Project UNICA
- Multnomah County Library-Latino Outreach
- MECHA
- Padres Hispanos Escuelas Públicas
- Instituto de los Mexicanos en el Exterior
- Centro Baltazar Ortiz
- Hacienda CDC
- Multnomah County SUN Schools

**Figure B-10**

*Latino Focus Group Meeting*



## 7A: Origin & Destination (O/D) Survey

Submitted by: Research and Administration Subcommittee

Action Number: 7A

Proposed date: 3/10/09

Adopted date: (per LEP Guideline Review Committee)

### PURPOSE

To track the proportion of Spanish-speaking persons on the system and understand how their ability to speak and read English might impact their ability to fully access TriMet's programs and services.

## PRACTICE

TriMet will determine when changes in demographics, types of services, or other needs, warrant changes to the LEP plan or communication strategies.

## RESPONSIBILITY

Marketing Research

## APPROACH

This practice will be carried out as part of the TriMet O/D research program. In this program, all surveys are printed in English and Spanish. At the current time, O/D research is conducted as part of “before-and-after” research associated with new service –primarily rail construction.

## PROCEDURE

Add language question to research surveys conducted in a language other than English. Using wording from the U.S. Census Bureau, determine LEP status of those responding to TriMet surveys.

Q1. How well do you speak English? Very well, well, not well, not at all

Q2. How well do you read English? Very well, well, not well, not at all

Consistent with standard LEP practices, anyone answering either question not well or not at all is considered LEP.

## STATUS

The language question was first asked of Spanish-speakers in 2006. The next O/D study will be conducted in spring of 2011 as part of the MAX Green Line MAX and WES “Before and After” research.

# 7B: LEP Plan Demonstration Program “After” Study

Submitted by: Research and Administration Subcommittee

Action Number: 7B

Proposed date: 3/10/09

Adopted date: (per LEP Guideline Review Committee)

## PURPOSE

“After” study designed to determine effectiveness of the LEP demonstration program.

## PRACTICE

Based on the results of the research, TriMet will determine whether changes to the LEP Program are warranted.

## RESPONSIBILITY

Marketing Research and Marketing

## APPROACH

TriMet staff will collaborate to develop a culturally appropriate mix of qualitative and quantitative research methods to evaluate the effectiveness of this demonstration program.

## PROCEDURE

The “After” project will be based on the studies conducted “Before” program implementation and will include input from the general population, LEP community partners, LEP individuals, and TriMet personnel. Following is a list of program measures:

- Internal Research
  - Monthly program statistics including, number of travel trainings (group and individual), number of community events attended and estimated contact, number of new community partnerships and/or contacts made, monthly budget reconciliation
  - Employee awareness, understanding and compliance with the obligation of providing meaningful access to information and services for LEP persons.
- External Research
  - CBO Research
    - Awareness and approval of TriMet’s language assistance program elements.
    - Evaluate appropriateness of language assistance program elements.
    - Solicit ideas for improving/changing program to better meet LEP communities needs.
  - LEP Community Members:
    - Awareness and usage of TriMet LEP services including, Spanish web trip planning; 238-RIDE Spanish language trip planning; rider satisfaction
    - Evaluation of communication tools (brochures, trip training, etc.); translation/interpretation services; TriMet staff support; and satisfaction with operator interface experiences.

Evaluations to begin spring 2011.

## 7C: LEP Plan Monitoring

Submitted by: Research and Administration Subcommittee

Action Number: 7C

Proposed date: 3/10/09

Adopted date: (per LEP Guideline Review Committee)

### PURPOSE

Develop a process to monitor the effectiveness of TriMet's LEP Access Plan on an ongoing basis.

### PRACTICE

TriMet will determine when changes in demographics, types of services, or other needs, warrant changes to the LEP plan.

### RESPONSIBILITY

Marketing Research

### APPROACH

This approach will use a combination of qualitative and quantitative approaches to determine if the LEP Plan is meeting the needs of the LEP community.

### PROCEDURE

Regular LEP Plan reviews will be conducted to make sure the LEP Plan continues to include reasonable steps to ensure meaningful access to TriMet's programs and services for LEP communities. Monitoring the LEP program will take two forms:

- Ongoing Review: This would be an ongoing process conducted internally and externally throughout the year. Feedback solicited and received from: TriMet staff (front line and management/administration), LEP customers, and CBOs serving the LEP populations. In this way, any critical issues can be immediately addressed and changes made to the LEP Access Plan as needed.
  - Internal: Meet with TriMet staff to evaluate the quantity and quality of LEP activities encountered between TriMet staff and LEP customers. Staff will be asked to evaluate the effectiveness of LEP communication methods, materials, and messaging. At all times, suggestions for improvements will be requested and acted upon as appropriate.
  - Front Line Surveys: This will be a quantitative survey conducted among front line staff to track any changes in quantity and quality of LEP customer encounters. Survey questions will include: awareness and use of TriMet's language assistance services; frequency of LEP customer encounters, how

they communicate with LEP passengers; what the agency could do to help them.

- External: Meet with LEP customers and CBO representatives to find out how well elements of the LEP communications are working. This part of the review will rely on the CBOs and FBOs serving the Spanish-speaking LEP population. In addition, organizations serving diverse immigrant populations will be included to keep current with needs of new language groups moving into the area.
- **Annual Review: For the first five years of the LEP Access Plan**, an annual reevaluation of the LEP plan will take place. Included in the review would be the results of any changes in demographics, types of services, or other needs. The annual review includes:
  - A Four-Factor Analysis to gather internal and external program data, analyze results, and report on the status of the program in light of updated information.
  - Round Table Discussions conducted with members of the LEP communities to determine how well the agency is working for them and to track any changes due to implementation of the LEP Plan actions. The discussions will focus on:
    - Awareness of and use of TriMet's language assistance services.
    - Experiences with TriMet's fares/tickets, routes/schedules, and safety/security issues.
    - Understanding and evaluation of customer information materials – visual, auditory, and written.
    - Suggestions to make riding TriMet easier.

At the end of the five-year period, the frequency of reevaluation of the LEP Plan will be based on agency staff review of whether “demographics, services, and needs” remain constant.

## STATUS

The first annual review is scheduled for spring 2011.

APPENDIX

# C

# LEP Access Toolkit

# Limited English Proficiency (LEP) Access

## Tool Kit

**Limited English Proficiency (LEP)** means that English is not a person's primary language and he/she has limited ability to read, speak, write, or understand English.

As a public transit agency, we serve a broad and diverse community. Providing practical access to information for our programs and services for all of our customers is a priority for our agency. It is our intent to make our system as accessible and easy to use as possible.

We are guided by our shared values to be responsive and inclusive, to solve problems creatively, and to do the right thing on behalf of our customers. This is the attitude that drives our approach to supporting the LEP community.

# LEP

Access Plan

History

Guidelines

Example

## History

### Title VI of the Civil Rights Act of 1964 –

*“No person in the United States shall, on the grounds of race, color, or national origin, be excluded from participation in, be denied the benefits of, or be otherwise subjected to discrimination under any program or activity that receives Federal financial assistance.”*

### Executive Order 13166, Improving Access to Services for Persons with Limited English Proficiency

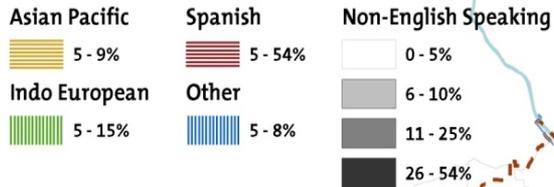
*“... each Federal agency examine the services it provides and develop and implement a system by which LEP persons can meaningfully access those services.”*

## LEP Needs Analysis & Plan – 2005

- Established 4% of population in TriMet service district as LEP
  - Spanish 65%
  - Vietnamese 11%
  - Russian 9%
  - Chinese 6%
  - Korean 4%
- Examined the existing LEP services offered by TriMet
- Recommended new areas of focus
- Developed a language access plan to serve LEP customers

# LEP (Limited English Proficient) Persons - Portland Area

## Language Spoken



Total TM Boundary Population: 1,209,701

Non-English Speakers	Total	Percent
Spanish	30,816	2.54%
Indo European	9,088	0.75%
Asian Pacific	6,189	0.50%
Other	971	0.08%
<b>Total</b>	<b>47,064</b>	<b>3.89%</b>

## TriMet Service



Analyst: N. Banks; Date: 5-May-2006; File: FTA\_Presentation.mxd



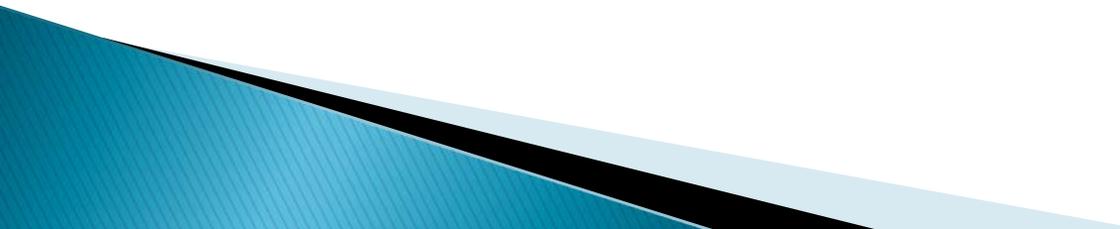
# LEP

## Access Plan

### LEP Advisory Committee, convened by the General Manager, June 2008

- To review/guide the agency's LEP work plan
- To determine if LEP population has full and meaningful access to TriMet services
- To report findings to management with recommendations for compliance with federal regulations

When we make the system better  
for any stakeholder group,  
it generally makes it better for everyone.



## Four-Factor Analysis

- Number or proportion of LEP persons encountered
- Frequency of contact
- Nature and importance of the program, activity or service
- Resources available to recipient (and associated costs)



Advisory Committee

## LEP Access Guidelines

- 1 Language Assistance
- 2 Vital Documents
- 3 Training
- 4 Definitions and Standards
- 5 Customer Information
- 6 Outreach
- 7 Research and Administration

## Limited English Proficiency Access Guidelines

### 1. Language Assistance

- To provide notice of right to language assistance, at no cost, on non-vital yet important documents.

Examples include project fact sheets, Open House notices and meeting materials

- To provide in-person interpreter services upon request for public meetings and important events.

# Language Assistance Examples

## Notificación para Audiencia Pública de

### Comparta sus comentarios sobre los recor- servicio y el aumento al costo del pasa-

Debido a la economía débil, TriMet enfrenta un déficit presupuestal que requiere un recorte de 5 por ciento en todos los programas administrativos y servicios de la agencia además de recortes al servicio de autobuses y trenes MAX. En febrero TriMet propuso recortes al servicio de autobuses y trenes MAX, y un aumento al costo del pasaje de cinco centavos que entra en vigor en septiembre. Después de revisar más de 1,000 comentarios públicos, se han restaurado algunos de los recortes propuestos inicialmente para que los pasajeros puedan mantener su conexión a lugares de empleo y otros servicios. También se están explorando cambios a WES.

#### Resumen de la propuesta con cambios

**3 líneas de autobús serán eliminadas:** 27-Market/Main, 65-Marquam Hill/Barbur Blvd, 157-Happy Valley

**6 líneas de autobús tendrán cambios en las horas de funcio-**

**namiento los fines de semana:** 32-Oatfield, 35-Macadam/Greeley\*, 45-Garden Home, 58-Canyon Rd, 73-NE 33rd\*, 155-Sunnyside

**4 líneas de autobús tendrán cambios mayores a sus horas de funcionamiento y/o frecuencia entre semana:** 51-Vista, 58-Canyon Rd, 73-NE 33rd\*, 154-Willamette\*

**Los trenes MAX y demás líneas de autobús tendrán reducciones en sus rutas, frecuencia, y/o horas de funcionamiento.**

Lea la propuesta en su totalidad en [trimet.org](http://trimet.org).

TriMet llevará a cabo tres audiencias públicas sobre estos cambios:

**Martes, Abril 6, 4:30-6:30 p.m.** Clackamas Community College Oregon City Campus, McLoughlin Auditorium, Oregon City, OR 97045

**Miércoles, Abril 7, 4:30-6:30 p.m.** Portland Building, Auditorium 1120 SW 5th Ave., Portland, OR 97204

**Jueves, A** Portland A lioteca, 151 OR 97216

**Para con** Se aceptar 5 p.m., el v Entréguelc

**Internet: t** Línea de cc 503-9

**Fax:** 503-9

**Correo:** Tri Ave., Portla  
**TTY:** 503-2 5:30 p.m. c

Si necesita comunicac reunión fa RIDE (7433 (7:30 a.m. i ernes) con antes de la

\*Estos c

## Notice of TriMet Public Hearings

### Share your comments on proposed service cuts and fare increase

Due to the weak economy, TriMet is facing a budget shortfall that requires a 5 percent cut in administrative programs and services agencywide. In February, we proposed reductions to bus and MAX service and a five-cent fare increase, to be effective in September. After reviewing more than 1,000 public comments, some of the proposed cuts have been restored in order to keep riders' connections to jobs and other services; additional changes have been made to other lines. We also are exploring potential changes to WES.

#### Summary of revised proposal

**3 bus lines would be discontinued:** 27-Market/Main, 65-Marquam Hill/Barbur Blvd, 157-Happy Valley

**6 bus lines would have changes to weekend hours of operation:** 32-Oatfield, 35-Macadam/Greeley\*, 45-Garden Home, 58-Canyon Rd, 73-NE 33rd\*, 155-Sunnyside

**4 bus lines would have significant changes to weekday frequency and/or hours of operation:** 51-Vista, 58-Canyon Rd, 73-NE 33rd\*, 154-Willamette\*

**MAX and various other bus lines would have reductions**

#### in route, frequency and/or hours of operation.

Read the complete service cut proposal at [trimet.org](http://trimet.org).

TriMet is holding three public hearings on the proposed changes:

**Tuesday, April 6, 4:30-6:30 p.m.** Clackamas Community College, Oregon City Campus, McLoughlin Auditorium, 19600 Mollala Ave., Oregon City, OR 97045

**Wednesday, April 7, 4:30-6:30 p.m.** Portland Building Auditorium, Second Floor, 1120 SW 5th Ave., Portland, OR 97204

**Thursday, April 8, 4:30-6:30 p.m.** Portland Adventist Academy, Library, 1500 SE 96th Ave., Portland, OR 97216

#### How to contact us

Comments will be accepted through Friday, April 23, 2010, 5 p.m. by the following:

**Web:** [trimet.org/feedback](http://trimet.org/feedback)  
**Comment line:** 503-962-5806  
**Fax:** 503-962-6469

**Mail:** TriMet-MK2, 4012 SE 17th Ave., Portland, OR 97202  
**TTY:** 503-238-5811 (7:30 a.m. to 5:30 p.m. weekdays)

For communication assistance at a meeting, call 503-238-RIDE (7433) or TTY 503-238-5811 (7:30 a.m. to 5:30 p.m. weekdays) at least 48 hours in advance of the meeting.

\*Changes effective June 6, 2010

TRIMET

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## Limited English Proficiency Access Guidelines

### 2. Vital Documents

- To provide guidelines for determining which documents are vital for translation, and in which language and which format.

Examples include applications, consent forms, program notices, service information, appeal processes, response notices and other outreach communications.

# Vital Documents

## Examples

Home : [About TriMet](#) : Title VI Policy

[ShareThis](#)

### TriMet Respects Civil Rights

At TriMet, we operate our programs without regard to race, color, religion, sex, sexual orientation, national origin, marital status, age or disability in accordance with Title VI of the Civil Rights Act, ORS Chapter 659A or other applicable law. For more information, contact us at 503-238-7433 (TTY 503-238-5811) or email [administration@trimet.org](mailto:administration@trimet.org).

#### TITLE VI POLICY STATEMENT

Title VI of the Civil Rights Act of 1964 states:

"No person in the United States shall, on the grounds of race, color, or national origin, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance."

TriMet is committed to complying with the requirements of Title VI in all of its federally funded programs and activities.

#### MAKING A TITLE VI COMPLAINT

Any person who believes he or she has been aggrieved by an unlawful discriminatory practice under Title VI may file a complaint with TriMet. Any such complaint must be in writing and filed with TriMet within 180 days following the date of the alleged discriminatory occurrence. For information on how to file a complaint, contact TriMet by any of the methods below.

TriMet  
Martin Gonzalez, M2  
4012 SE 17th Ave.  
Portland, OR 97202

**Phone:** 503-962-5813  
**Fax:** 503-962-6469  
**Email:** [administration@trimet.org](mailto:administration@trimet.org)

[RSS News Feeds](#) [Email Updates](#) [Contact/Feedback](#) [503-238-RIDE \(7433\)](tel:503-238-7433)

[Terms of Use](#) • [Privacy Policy](#) • [Linking to trimet.org](#) • [TriNET Employee Login](#)

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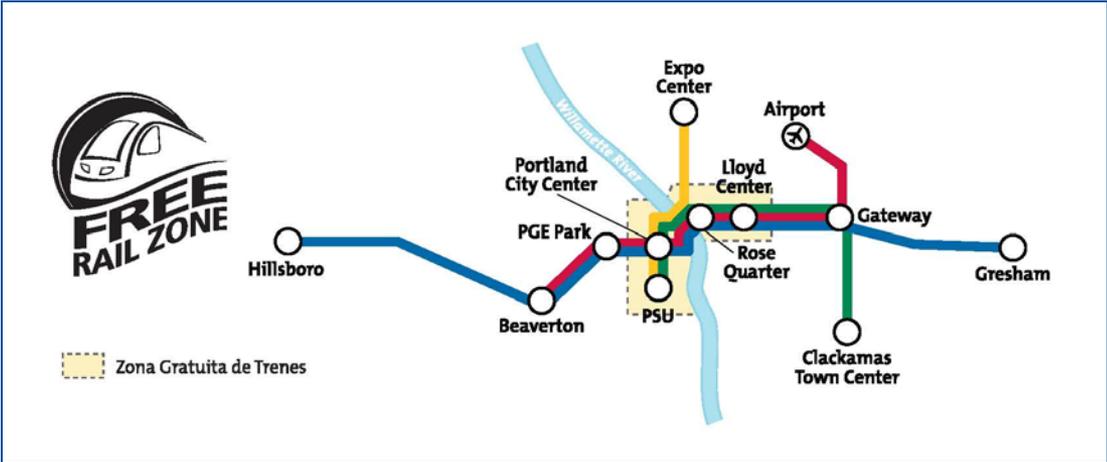
## Limited English Proficiency Access Guidelines

### 3. Training

- Curriculum
- Orientation
- Policy and Procedures
- Inter-Departmental Coordination

# Training Examples

<p><b>Recuerde!</b></p>  <p><b>En los autobuses</b> Los choferes no dan cambio. Tarifa actual: \$2 (2 zonas) \$2.30 (a todas las zonas)</p>	 <p><b>Ahorre tiempo</b></p> <p>Consulte horarios y más información 503-238-7433</p> <p>Planee su viaje en <a href="http://trimet.org">trimet.org</a></p>	<p><b>Evite una multa</b></p>  <p>Asegúrese de tener boleto con fecha y hora válida antes de abordar el tren. Boletos y pases de venta en la estación, en tiendas Fred Meyer, Safeway, Albertsons, y en la oficina de boletos de TriMet en Pioneer Courthouse Square.</p>
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## Limited English Proficiency Access Guidelines

### 4. Definitions and Standards

- Establish and apply competency standards for interpreters and translators.

# Definitions and Standards

## Expectations

### **Ensure that interpreters and self-identified bilingual staff and translators meet the following standards:**

- Demonstrate cultural understanding of the LEP customer served and the TriMet organization
- Can fluently communicate – orally and in writing – in both English and the language of the LEP individual
- Can accurately and impartially interpret/translate to and from such languages and English
- Demonstrate an understanding of the roles and ethics of interpreters and translators
  - Do not deviate into the role of counselor, advocate, legal advisor, or any other role
  - Declare any conflicts of interest up-front

## Limited English Proficiency Access Guidelines

### 5. Customer Information

- Determine appropriate information channels and use of language and/or symbols, to:
  - Provide information about the right to language assistance
  - Provide information about TriMet's complaint process
  - Provide information about TriMet's services

# Customer Information

## Examples

### RESPECT THE RIDE.

- Valid and correct fare is required.
- Move for seniors and people with disabilities.
- Don't threaten or intimidate riders or operators.
- Don't be so loud that you disturb others.
- Don't block the aisles or doors.
- If you bring a pet, keep it in a carrier.
- Keep food and drinks in closed containers.

TRIMET  
trimet.org • 503-238-8100

MAXIMUM FINELY CREDITED VALUE: \$250.00 - trimet.org/pena



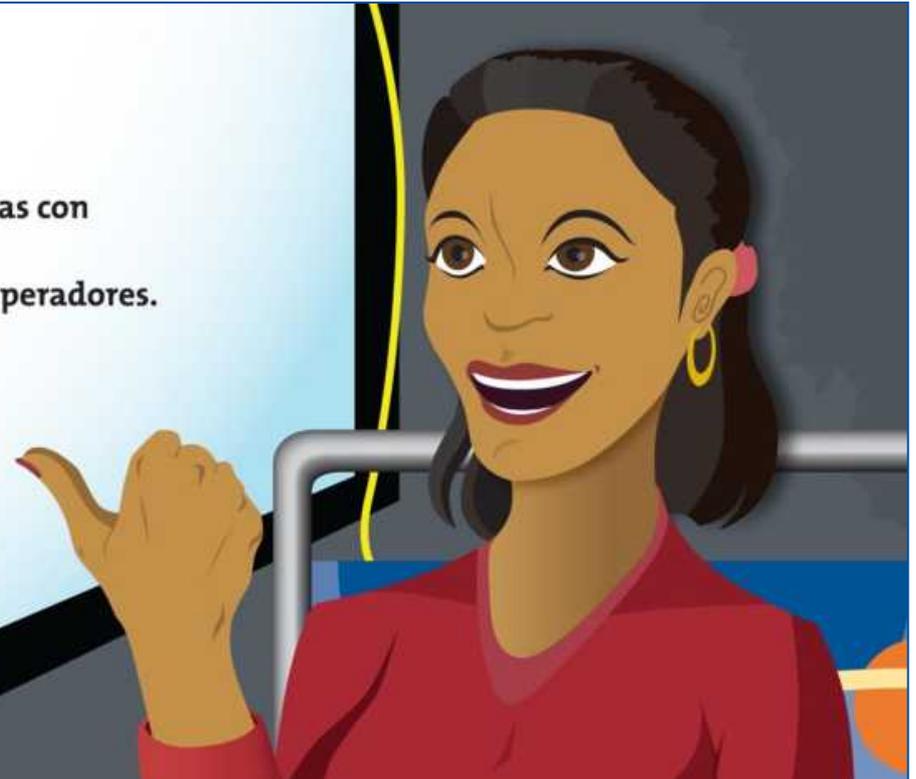
## RESPETE EL VIAJE.

- Tener boleto o comprobante de pago.
- Cederle el asiento a los ancianos y a las personas con dificultades físicas.
- No amenazar o intimidar a otros pasajeros u operadores.
- No hacer ruidos que molesten a los demás.
- No bloquear las puertas ni los pasillos.
- Llevar animales en un portador.
- Mantener comidas y bebidas en recipientes cerrados.

TRIMET

trimet.org/espanol • 503-238-7433

Penalty: \$250 or exclusion from the system • Código TriMet Capítulos 28-29



**STOP.  
LOOK.  
LISTEN.**

WES Commuter Rail  
is now running between  
Beaverton and Wilsonville.

**LOOK BOTH WAYS**  
before crossing the tracks

**TRI MET**  
More at [trimet.org/wes](http://trimet.org/wes)

**PARE.  
VEA.  
ESCUCHE.**

Probando los trenes de  
pasajeros WES ahora.

**VEA POR AMBOS LADOS**  
antes de cruzar las vías

**P&W**  
A Division of Beaverton Properties

**SMART**  
South Metro Area Regional Transit

**TRI MET**  
Aprenda más en [trimet.org/wes](http://trimet.org/wes)

**GREEN  
MEANS  
GO ▶**

# VIAJE EN LA LÍNEA VERDE

**Inauguración**

**Septiembre 12, 2009**

**Clackamas Town Center - Centro de Portland**

**TRI  MET**

**503-238-7433**

**TRIMET**  
Rider's Guide

**Fares &  
How to Ride**

- Buses
- MAX Light Rail
- WES Commuter Rail
- Portland Streetcar

Plan your trip at [trimet.org](http://trimet.org)



Effective  
Jan. 3, 2010

**TRIMET**

**VIAJE MEJOR**

Carmen,  
aquí estoy!  
¡Bienvenida a  
Portland!

¡Jorge!  
¡Qué gusto  
verte!

Su guía al transporte público



See where it takes you.

Search | Trip Planner | Maps | Schedules | Stops & Stations | Fares | How to Ride | Store



### Plan a trip

From:

To:

When:

[Advanced options](#)



- System
- Schedule
- Transfer
- Service

[Find Stop ID](#) | [Lost & Found](#) | [POX airport service](#) | [Park & Ride](#) | [App Center](#)



#### Get updates by email

[Learn more/privacy](#)



#### Winter service changes in effect

Schedules have changed on 20 bus lines effective November 29.



#### Fareless Square goes rail-only January 3

As of January 3, 2010, you can ride MAX and Portland Streetcar for free, but not buses.

- Cover your car season together
- Get a map of Interactive Map
- What's next for Milwaukie Light

TriMet provides public transportation in the Portland, Oregon, metropolitan area.

#### Projects

- Stimulus projects (ARRA)
- Portland-Milwaukie Light Rail

#### Developers

- Developer registration
- Web services API

#### Accessibility

- Accessibility features on TriMet
- Honored Citizen application

#### About

- Overview
- Mission and vision

# Pictograms

## Modes



## Actions



## Communication



## Schedules/Pylons/BCIDs/Signs



## Bus



ICON	LOCATION
	<p><b>Bus</b></p> <ul style="list-style-type: none"> <li>• Website</li> <li>• Park &amp; ride wayfinding signs</li> <li>• Facility signage</li> </ul>
	<p><b>MAX Light Rail</b></p> <ul style="list-style-type: none"> <li>• Website</li> <li>• Park &amp; ride wayfinding signs</li> <li>• Facility signage</li> </ul>
	<p><b>WES Commuter Rail</b></p> <ul style="list-style-type: none"> <li>• Website</li> <li>• Park &amp; ride wayfinding signs</li> <li>• Facility signage</li> </ul>
	<p><b>Portland Streetcar</b></p> <ul style="list-style-type: none"> <li>• Website</li> </ul>
	<p><b>Phone</b></p> <ul style="list-style-type: none"> <li>• Website</li> <li>• Trip Tools boilerplate copy on most brochures and Service Alerts</li> </ul>
	<p><b>Computer</b></p> <ul style="list-style-type: none"> <li>• Website</li> <li>• Trip Tools boilerplate copy on most brochures and Service Alerts</li> </ul>
	<p><b>Info</b></p> <ul style="list-style-type: none"> <li>• Website</li> <li>• On-street information displays</li> </ul>

	Email or mail	<ul style="list-style-type: none"> <li>• Website</li> <li>• Trip Tools brochure</li> </ul>
	Store or shopping	<ul style="list-style-type: none"> <li>• Website</li> </ul>
	TransitTracker or Arrival Time	<ul style="list-style-type: none"> <li>• Website</li> <li>• Trip Tools brochure</li> </ul>
	Walk	<ul style="list-style-type: none"> <li>• Website</li> <li>• Wayfinding signs &amp; banners</li> </ul>
	Snow	<ul style="list-style-type: none"> <li>• Website</li> <li>• Shelter &amp; sign displays</li> </ul>
	Directions or Trip Plan	<ul style="list-style-type: none"> <li>• Website</li> <li>• Trip Tools brochure</li> </ul>
	Parking	<ul style="list-style-type: none"> <li>• Website</li> <li>• Park &amp; Ride wayfinding signs</li> <li>• Maps</li> </ul>

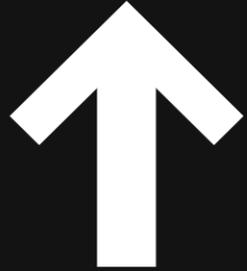
	<b>Detour</b>	<ul style="list-style-type: none"> <li>• Website</li> <li>• Trip Tools brochure</li> </ul>
	<b>Disabled access</b>	<ul style="list-style-type: none"> <li>• Vehicle decals</li> <li>• Parking signs</li> <li>• Wayfinding signs</li> </ul>
	<b>Bike access</b>	<ul style="list-style-type: none"> <li>• Wayfinding signs &amp; banners</li> <li>• Bike locker decals</li> </ul>
	<b>No bikes</b>	<ul style="list-style-type: none"> <li>• MAX pylon displays</li> <li>• Mall stop displays</li> <li>• Signs</li> </ul>
	<b>Cross at crosswalk</b>	<ul style="list-style-type: none"> <li>• Signs</li> </ul>
	<b>Look both ways</b>	<ul style="list-style-type: none"> <li>• Signs</li> </ul>
	<b>No smoking</b>	<ul style="list-style-type: none"> <li>• MAX pylon displays</li> <li>• Bus stop displays</li> </ul>

	<p><b>Fold stroller</b></p>	<ul style="list-style-type: none"> <li>• Vehicle decals</li> </ul>
	<p><b>No rollerskating</b></p>	<ul style="list-style-type: none"> <li>• MAX pylon displays</li> <li>• Facility signage</li> </ul>
	<p><b>No skateboarding</b></p>	<ul style="list-style-type: none"> <li>• MAX pylon displays</li> </ul>
<p><b>Directional arrows</b></p> 		<ul style="list-style-type: none"> <li>• Vehicle decals</li> </ul>
	<p><b>No standing</b></p>	<ul style="list-style-type: none"> <li>• Vehicle decals</li> </ul>
	<p><b>Signal driver when loading and unloading bike</b></p>	<ul style="list-style-type: none"> <li>• Vehicle decals</li> </ul>

	<p>Don't sit here</p>	<ul style="list-style-type: none"> <li>• Vehicle decals</li> </ul>
	<p>Priority seating</p>	<ul style="list-style-type: none"> <li>• Vehicle decals</li> </ul>
	<p>Security cameras</p>	<ul style="list-style-type: none"> <li>• Vehicle decals</li> </ul>
	<p>Signal next stop</p>	<ul style="list-style-type: none"> <li>• Vehicle decals</li> </ul>
	<p>Watch your step</p>	<ul style="list-style-type: none"> <li>• Vehicle decals</li> </ul>



**To MAX Shuttle**



**Al bus  
de conexión**



## Limited English Proficiency Access Guidelines

### 6. Outreach

- Develop and implement culturally competent outreach to increase awareness of, and access to, TriMet services.

# Outreach



Partial list of the organizations represented at this focus group:

- Latino Network
- Victory Outreach Community Services
- Centro Cultural of Washington County
- Ministerio Hispano—St. Anthony Church
- Santos FC
- Programa Hispano
- Project UNICA
- Multnomah County Library-Latino Outreach
- MEChA
- Padres Hispanos Escuelas Públicas
- Instituto de los Mexicanos en el Exterior
- Centro Baltazar Ortiz
- Hacienda CDC
- Multnomah County SUN Schools

## Limited English Proficiency Access Guidelines

### 7 . Research and Administration

- Design a research study to determine of the effectiveness of the LEP demonstration program.
- Develop a process to monitor the effectiveness of TriMet's LEP plan on an ongoing basis.

## Example – Capital Projects Action Plan

### 1. Identifying and serving LEP communities

Early in the project development stage for a light rail project, Community Affairs will review the census tract map of the corridor:

- Are there LEP communities within the corridor?
- Do they represent more than 5 percent of the corridor?
- Where are they?
- What languages do they speak?

## Example – Capital Projects Action Plan (*cont'd*)

### 2. Reaching LEP populations

- Mailings and materials in Spanish
- Signage at open houses
- Material translation
- Bilingual outreach with future safety campaign

## Example – Capital Projects Action Plan (*cont'd*)

### 3. Property acquisition

- Translators at meetings for when a property owner or tenant has Limited English Proficiency
- All letters and legal documents considered vital, must be translated into their native language



U.S. Department of Transportation  
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